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School Practices and Accountability for Students With Disabilities

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American Institutes for Research

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The research team for this study consists of key staff from American Institutes for Research. The organization and key staff members do not have financial interests that could be affected by findings from the study. None of the members of the Technical Working Group, convened by the research team to provide advice and guidance, have financial interests that could be affected by findings from the study.

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Executive Summary

Study Background and Research Questions

Changes to federal education law—in particular, the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA)—have created a national conversation about accountability for students with disabilities. With the 1997 amendments, the IDEA required states to include students with disabilities in state and district assessments and to report their participation and performance. The ESEA, as reauthorized in 2001, further required states to measure and report the academic performance of all students and identified separate student subgroups, including a students with disabilities (SWD) subgroup, for the purpose of determining whether schools make adequate yearly progress (AYP).¹ A student subgroup is included in determining a school’s AYP status only if it meets or exceeds the minimum subgroup size established by the state, which means that some schools are not accountable for the SWD subgroup. It is possible that school practices for students with disabilities vary with the school’s accountability for this subgroup. As part of its work to conduct a congressionally mandated national assessment of how well the IDEA is achieving its purposes (IDEA 2004, P.L. 108-446, Section 664[b]), the U.S. Department of Education’s Institute of Education Sciences (IES) contracted with American Institutes for Research (AIR) to investigate variation in school practices through the *Study of School Accountability for Students With Disabilities*.

The purpose of the study is to provide policy-relevant information about the education of students with disabilities by examining their inclusion in school accountability systems, and the use of school practices that may relate to their educational outcomes, in both schools that are accountable and schools that are not accountable for the performance of the SWD subgroup. The hypothesis underlying the study is that school-level accountability for the SWD subgroup may lead schools to adopt different school and instructional practices with the goal of improving the educational outcomes for this student population. While this study does not assess the effectiveness of these practices, the description of differences in school practices may identify topics for further research.

This report presents descriptive findings focusing on school practices related to staffing, student support, instructional time, educational placements, teacher collaboration, and professional development in schools explicitly held accountable for the performance of the SWD subgroup (i.e., “SWD-accountable schools”) and schools that are not accountable for the performance of the SWD subgroup (i.e., “non-SWD-accountable schools”). Relying primarily on school survey data, this report addresses the following descriptive research questions:

- How do school characteristics and staffing differ between SWD-accountable and non-SWD-accountable schools?
- How do school programs and student support strategies differ between SWD-accountable and non-SWD-accountable schools?
- How do instructional time and settings differ between SWD-accountable and non-SWD-accountable schools?

¹ The No Child Left Behind Act of 2001 (NCLB, P.L. 107-110).

- How do teacher collaboration and professional development differ between SWD-accountable and non-SWD-accountable schools?

Data Sources, Sample, and Analytic Methods

The research questions in this report were addressed through descriptive analyses of data from school surveys developed for this study, supplemented with data from the U.S. Department of Education *EDFacts* data system (2005–06 to 2009–10) and the Common Core of Data (2009–10 and 2010–11). To collect information on school practices, we developed two web-based surveys—one for the principal and one for a “special education designee” from each school, a staff member identified by the principal as knowledgeable about the school’s special education program.² The surveys asked about school practices that occurred in 2010–11 or, for certain practices that are typically implemented over an extended time period, between 2005–06 and 2010–11.

The survey was administered between April 2011 and November 2011 to a sample of public schools in 12 states: public elementary schools in 11 states and public middle schools in 8 states. States were selected that had at least 50 eligible schools that were accountable for the SWD subgroup in 2005–06 and in at least one of the two subsequent years. Within each of these states, we sampled all eligible SWD-accountable schools. In each state with at least 30 eligible schools that were never accountable for the SWD subgroup between 2005–06 and 2007–08, we also sampled up to 350 never-accountable schools. The sampling frame was defined by data from 2005–06 to 2007–08 because 2005–06 was the first year and 2007–08 was the most recent year for which the *EDFacts* data needed to identify school accountability status were available at the time of sample selection. We achieved a response rate of 87 percent for the principal survey and 82 percent for the special education designee survey at the elementary school level, and 86 percent for the principal survey and 80 percent for the special education designee survey at the middle school level.

“Always-accountable schools” in this report refers to schools that were consistently accountable for the SWD subgroup from 2005–06 through 2007–08. “Never-accountable-schools” refers to schools that were not accountable for the SWD subgroup in any of the three years.

To provide a clear contrast between SWD-accountable and non-SWD-accountable schools, we restricted the analysis sample to schools that were consistently accountable for the SWD subgroup from 2005–06 through 2007–08 (described below as “always-accountable schools”) and schools that were not accountable for the SWD subgroup in any of the three years (described below as “never-accountable schools”).³ For each group of schools, we calculated the simple average of the practice measures by school level, based on data from each sample state as well as data combined across states. For states where both SWD-accountable and non-SWD-accountable schools were

² At the conclusion of the principal survey, the principal was asked to identify the special education designee, who was then asked to complete a survey that collected information on the school’s implementation of instructional practices. Of the special education designee respondents, 70 percent were special education teachers, and the remainder identified themselves as regular education teachers, administrators, or “other.”

³ We also required that schools included in the survey analyses were classified as regular public schools from 2005–06 through 2009–10, had the same school-level designation (i.e., elementary or middle), and were operational for all five years. Although special education schools and alternative/vocational schools were included in the original sampling frame, we did not obtain a sufficient number of surveys to report on these school types and therefore restricted the analysis sample to regular schools.

surveyed (seven states in the elementary school sample and five states in the middle school sample), we tested the statistical significance of the differences in school practice between the two types of school within each state, as well as the average differences across states with both types of schools.

Summary of Findings

Below, we summarize the key findings for each of the research questions addressed in this report. Unless otherwise noted, the school practices discussed below were implemented in 2010–11, and the differences presented are statistically significant differences between always-accountable and never-accountable schools.

How do school characteristics and staffing differ between SWD-accountable schools and non-SWD-accountable schools? To provide context for the analyses of school practices, we examined descriptive differences between SWD-accountable and non-SWD-accountable schools in school characteristics, district programs, and staffing—features that might relate to the types of practices implemented by schools in order to address the needs of students with disabilities.

- Because accountability for the SWD subgroup depends on having a number of students with disabilities greater than or equal to the minimum subgroup size, we expected SWD-accountable schools to be larger, on average, than non-SWD-accountable schools, and to have a higher proportion of their students identified as having disabilities. Because we expected SWD-accountable schools to be larger than non-SWD-accountable schools, their student characteristics might also differ from those of non-SWD-accountable schools.
- **At both the elementary and middle school levels, always-accountable schools were larger** (differences of 112 and 324 students, respectively) **and had a higher percentage of students identified with disabilities** (differences of 4.6 and 1.3 percentage points, respectively), compared with never-accountable schools (Exhibit 4-1).
- **Always-accountable schools had a lower percentage of students who were non-White or Hispanic at the elementary school level** (by 15.4 percentage points), **and a higher percentage of students eligible for free or reduced-price lunch at the middle school level** (by 6.3 percentage points), compared with never-accountable schools (Exhibit 4-1). Differences in the percentage of students who were non-White or Hispanic and in the percentage of students eligible for free and reduced-price lunch were not statistically significant at the middle and elementary school levels, respectively.
- **At the elementary school level, always-accountable schools were less likely than never-accountable schools to be in urban settings** (by 16.3 percentage points) and more likely to be located in suburban, town, or rural locations (by 6.0, 6.0, and 4.2 percentage points, respectively). **At the middle school level, always-accountable schools were more likely than never-accountable schools to be urban** (by 7.0 percentage points) and less likely to be in towns or rural settings (by 5.4 and 7.1 percentage points, respectively, Exhibit 4-1).
- If they serve more students with disabilities than are served by non-SWD-accountable schools, SWD-accountable schools might be expected to use special programs for these students. Some districts may set up educational programs in a central location to serve students with disabilities with similar needs. Whether schools sent students to these district

programs, and whether schools operated a central program, may have played a role in the types of strategies that schools implemented for students with disabilities.

- **Always-accountable schools were more likely than never-accountable schools to have students attending a central district program for students with disabilities** (differences of 7.2 percentage points for elementary schools and 18.3 percentage points for middle schools, Exhibit 4-2).
- **Always-accountable schools were more likely than never-accountable schools to house a central district program for students with disabilities** (differences of 8.8 percentage points for elementary schools and 7.7 percentage points for middle schools, Exhibit 4-2).
- If they serve more students with disabilities than are served by non-SWD-accountable schools, SWD-accountable schools might have fewer staff members for each student with a disability. To make it possible to compare staffing levels across schools of different sizes, we computed the number of staff per 100 students with disabilities. Although the findings show that always-accountable schools had lower levels of staffing per student with a disability, it is possible that they achieved greater efficiency with these staff by grouping larger numbers of students with disabilities together for services.
- **Compared with never-accountable schools, always-accountable schools had more special education teachers per 100 students with disabilities** (differences of 1.1 and 1.6 special education teachers at the elementary and middle school levels, respectively, Exhibit 4-3).
- **Compared with never-accountable schools, always-accountable schools had fewer staff of various types per 100 students with disabilities** (Exhibit 4-3), including fewer:
 - regular education teachers, with differences of 14.6 and 8.5 teachers per 100 students with disabilities at the elementary and middle school levels, respectively;
 - related service providers, with differences of 1.2 and 0.9 providers per 100 students with disabilities at the two school levels, respectively;
 - classroom paraprofessionals, with differences of 3.9 and 1.6 paraprofessionals per 100 students with disabilities at the two school levels, respectively; and
 - one-on-one paraprofessionals assigned to students with disabilities, with differences of 0.8 and 0.6 paraprofessionals per 100 students with disabilities, at the two school levels, respectively.

How do school programs and student support strategies differ between SWD-accountable schools and non-SWD-accountable schools? To improve SWD subgroup outcomes and meet AYP performance targets, SWD-accountable schools may focus on strengthening teaching and learning for all students, including students with disabilities, by adopting new instructional programs or curricula in reading/English language arts or in mathematics, or some other whole-school comprehensive reform program. Alternatively, SWD-accountable schools may adopt more targeted strategies of intervention and support for students with particular needs.

- Across the eight strategies examined, the survey results indicate that always-accountable schools were more likely to implement six strategies at one or both school levels.
 - **Compared with never-accountable elementary schools, always-accountable elementary schools were more likely to adopt new reading/English language arts and mathematics programs or curricula** between 2005–06 and 2010–11, with differences of 13.2 percentage points for reading and 13.1 percentage points for mathematics. There were no significant differences in the adoption of these programs at the middle school level (Exhibit 5-1).
 - **Always-accountable schools were more likely to adopt reading across the curriculum than were never-accountable schools** between 2005–06 and 2010–11 at both the elementary and middle school levels (differences of 11.0 and 13.3 percentage points, respectively).
 - **Always-accountable schools were more likely to use, to some extent or to a great extent, a tiered instructional intervention system and instructional and assistive technology at the elementary school level** (differences of 11.8 and 10.3 percentage points, respectively), **and a Positive Behavior Interventions and Supports (PBIS) system at both the elementary and middle school levels** (differences of 5.3 and 10.5 percentage points, respectively), relative to never-accountable schools. There were no significant differences in the implementation of a tiered instructional intervention system or the provision of instructional and assistive technology at the middle school level (Exhibit 5-2).
 - There were no significant differences, at either school level by SWD subgroup accountability, in the implementation of two other comprehensive or targeted strategies we examined: whole-school comprehensive school reform (Exhibit 5-1) and test preparation instruction (Exhibit 5-2).

How do instructional time and settings differ between SWD-accountable schools and non-SWD-accountable schools? Schools might respond to being held accountable for SWD subgroup performance by increasing the amount of instructional time for all students and by targeting students with disabilities in particular for extended instructional opportunities. In addition, SWD-accountable schools might focus on educating students with disabilities in regular education settings to provide students with disabilities with more access to the general education curriculum than do non-SWD-accountable schools. As detailed below, the two types of schools did not differ significantly in the amount of instructional time for students with disabilities, but they did differ in the instructional settings for students with disabilities.

- The survey results were mixed for the hypothesis that always-accountable schools might be expected to provide more instructional time as a strategy for improving outcomes for students with disabilities.
 - **Always-accountable middle schools were more likely than never-accountable middle schools to provide two or three hours per day (versus one hour) of mathematics instruction in grades 6–8**, with a difference of 7.2 percentage points. **Always-accountable elementary schools were less likely than never-accountable elementary schools to provide three hours per day (versus one or two hours) of reading instruction in grades 1–2 and grades 3–5** (differences of 9.3 and 5.3

percentage points by grade span, respectively). There were no significant differences by SWD-accountability status in the percentages of schools providing two or three hours per day (versus one hour) of instruction for elementary school grades 1–2 or 3–5 in mathematics or middle school grades 6–8 in reading (Exhibit 6-1).

- **Always-accountable elementary schools were more likely than never-accountable elementary schools to use extended instructional time** (e.g., after-school programs), with a difference of 11.2 percentage points and more likely to use block scheduling, with a difference of 4.8 percentage points (Exhibit 6-2).
- However, **always-accountable middle schools were less likely than never-accountable middle schools to use block scheduling** (a difference of 9.3 percentage points) (Exhibit 6-2). There were no significant differences between always- and never-accountable schools at the middle school level in the use of extended instructional time (Exhibit 6-2) and, at either school level, use of double dosing in English language arts or mathematics (Exhibit 6-2) or the percentage of students with disabilities receiving extended instructional time (Exhibit 6-3).
- The survey results provided support for the hypothesis that always-accountable schools may put greater emphasis on placing students with disabilities in regular education classrooms.
- **Always-accountable schools were more likely than never-accountable schools to deliberately move students with disabilities from self-contained settings to regular education classrooms** between 2005–06 and 2010–11. The differences were 15.8 and 16.7 percentage points for the elementary and middle school levels, respectively (Exhibit 6-4).
- **Compared with never-accountable middle schools, always-accountable middle schools had a higher percentage of students with disabilities spending 80 percent or more of the school day in regular education** (with a difference of 6.3 percentage points) (Exhibit 6-5). This finding is consistent with always-accountable middle schools being more focused than never-accountable middle schools on serving students with disabilities in regular classrooms. At the elementary school level, schools did not differ by SWD-accountability status in the extent to which students with disabilities were served in regular classrooms.
- **At both school levels, always-accountable schools had a higher percentage of students with disabilities instructed in regular education classrooms co-taught by regular education and special education teachers and a lower percentage of students with disabilities taught in resource rooms** (Exhibits 6-6 and 6-7). The differences for the co-taught setting were 9.9 percentage points in mathematics and 9.3 percentage points in reading for elementary schools and 23.1 percentage points in mathematics and 21.5 percentage points in reading for middle schools. The differences for the resource room were 7.8 percentage points in mathematics and 8.8 percentage points in reading for elementary schools and 7.6 percentage points in mathematics and 7.9 percentage points in reading for middle schools. This finding is consistent with always-accountable schools being more focused than never-accountable schools on serving students with disabilities in regular classrooms.

- **Compared with never-accountable middle schools, always-accountable middle schools had a lower percentage of students with disabilities taught in regular education classrooms with no or minimal supports or with substantial supports**, in both mathematics and reading (Exhibits 6-6 and 6-7). The differences for the regular education classroom with no or minimal supports were 8.7 percentage points in mathematics and 5.2 percentage points in reading. For the regular education classroom with substantial supports, the differences were 5.5 percentage points in mathematics and 6.2 percentage points in reading. Although this is not consistent with always-accountable schools being more focused than never-accountable schools on serving students with disabilities in regular classrooms, these results are offset by the percentages of students with disabilities instructed in co-taught regular education classrooms.
- The percentage of students with disabilities in elementary schools instructed in each of three other settings (regular classrooms without substantial supports, regular classrooms with substantial supports, and self-contained classrooms) did not differ significantly for either mathematics or reading by schools' accountability for the SWD subgroup. The percentage of students with disabilities in middle schools educated in self-contained classrooms did not differ significantly for either mathematics or reading by the schools' SWD-accountability status (Exhibits 6-6 and 6-7).

How do teacher collaboration and professional development differ between SWD-accountable schools and non-SWD-accountable schools? Schools might respond to being held accountable for SWD subgroup performance by implementing strategies to improve teachers' capacity to provide instruction to students with disabilities.

- Findings from the surveys show that compared with never-accountable schools, always-accountable schools were more likely to use team teaching at both school levels, use student achievement data to inform instruction at the elementary school level, and use common teacher planning time at the middle school level. Always-accountable schools were also more likely to offer greater amounts of professional development (PD) and coaching related to instructing students with disabilities at both school levels.
- **Always-accountable schools were more likely than never-accountable schools to use team teaching to some extent or to a great extent**, with differences of 20.6 percentage points for elementary schools and 34.2 percentage points for middle schools (Exhibit 7-1).
- **Always-accountable schools were more likely than never-accountable schools to use student achievement data, to some extent or to a great extent, to inform instruction at the elementary schools level** (a difference of 2.7 percentage points) (Exhibit 7-1). Middle schools did not differ significantly by SWD-accountability status in the use of student achievement data.
- **Always-accountable schools were more likely than never-accountable schools to use common teacher planning to some extent or to a great extent at the middle school level** (a difference of 6.0 percentage points) (Exhibit 7-1). Elementary schools did not differ significantly by SWD-accountability status in the use of common teacher planning.

- **At both school levels, always-accountable schools were more likely than never-accountable schools to provide, during the last 12 months, three or more days of PD related to instructing students with disabilities to regular education and special education teachers.** The differences were 7.9 and 5.2 percentage points for regular education teachers and special education teachers, respectively, at the elementary school level and 15.6 and 9.1 percentage points, respectively, at the middle school level (Exhibit 7-2).
- **At both school levels, always-accountable schools were also more likely than never-accountable schools to provide at least monthly coaching related to instructing students with disabilities to regular education and special education teachers.** The differences were 11.5 and 10.1 percentage points for regular education teachers and special education teachers, respectively, at the elementary school level and 17.0 and 12.6 percentage points, respectively, at the middle school level.

Conclusion

For this study, we examined differences in school characteristics and instructional practices in schools that were always SWD-accountable and schools that were never SWD-accountable between 2005–06 and 2007–08. Consistent with the subgroup accountability requirement based on the minimum subgroup size, we found that always-accountable schools on average had a larger enrollment, compared with never-accountable schools. Always-accountable schools also had a higher percentage of students identified as having disabilities, were more likely to have students attending a central district program for students with disabilities, and had more special education teachers but fewer other staff per 100 students with disabilities, compared with never-accountable schools.

With respect to programs and student support strategies, always-accountable schools were more likely than never-accountable schools to adopt new reading and mathematics instructional programs, implement a tiered instructional intervention, and provide instructional and assistive technology at the elementary school level and to adopt reading across the curriculum and implement PBIS at both school levels. Findings from this study also indicate that the two types of schools used their instructional time differently, with always-accountable schools being more likely to provide a greater amount of mathematics instruction (in middle school grades 6–8), less reading instruction (in elementary school grades 1–2 and 3–5), and extended instructional time and block scheduling at the elementary school level. Furthermore, students with disabilities in schools with different SWD-accountability status appeared to have different educational experiences in terms of instructional settings, with always-accountable schools favoring co-taught settings. At both the elementary and middle school levels, team teaching, professional development, and coaching were more evident in always-accountable schools than in never-accountable schools. At least some of these differences might be attributable to the differences in school characteristics, such as school size, student need, and available staffing, rather than to SWD-accountability status. Other factors may also have contributed to the differences between the two sets of schools.

Chapter 1: Introduction

Changes to federal education law—in particular, the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA)—have created a national conversation about schools’ accountability for the academic performance of students with disabilities. With the 1997 amendments, the IDEA required states to include students with disabilities in state and district assessments and to report their participation and performance. The ESEA, as reauthorized in 2001, further required states to measure and report the academic performance of all students and identified separate student subgroups, including a students with disabilities (SWD) subgroup, for the purpose of determining whether schools make adequate yearly progress (AYP).⁴ Because certain student subgroups in the tested grades in some schools might be too small to reliably measure their overall achievement, states have set their own minimum subgroup sizes to determine whether a school should be held accountable for the performance of a given subgroup. A student subgroup is included in determining a school’s AYP status only if it meets or exceeds the minimum subgroup size established by the state.⁵ The minimum size for the SWD subgroup in 2009–10 ranged from a low of 5 students in Maryland to a high of 100 students in California, contributing to variation across states in the percentage of schools accountable for the performance of the SWD subgroup.⁶

In addition to making student performance more transparent, the ESEA also established consequences for states, districts, and schools for not achieving adequate progress. Schools that fail to make AYP for two consecutive years are identified as “in need of improvement” and are to receive technical assistance from their district and state to support their improvement efforts. Subsequent failure to make AYP results in increasingly intensive interventions, including corrective action and school restructuring. Once identified for improvement, a school must make AYP for two consecutive years to exit improvement status.

As part of its work to conduct a congressionally mandated national assessment of how well the IDEA is achieving its purposes (IDEA 2004, P.L. 108-446, Section 664[b]), the U.S. Department of Education’s Institute of Education Sciences (IES) contracted with American Institutes for Research (AIR) to conduct the *Study of School Accountability for Students With Disabilities*. The purpose of the study is to provide policy-relevant information about the education of students with disabilities by examining their inclusion in school accountability systems and the use of school practices that may relate to their educational outcomes in schools that are accountable and schools that are not accountable for the performance of the SWD subgroup. While this study does not assess the effectiveness of these practices, the description of differences in school practices may identify topics for further research.

⁴ The No Child Left Behind Act of 2001 (NCLB, P.L. 107-110).

⁵ For a fuller review of ESEA accountability provisions that relate to students with disabilities, please see Harr-Robins et al. (2013).

⁶ See Harr-Robins et al. (2013), Appendix B. According to this report, 35 percent of schools with relevant data in 44 states and the District of Columbia (DC) were accountable for SWD subgroup performance in 2009–10, representing 59 percent of the students with disabilities enrolled in these states. The percentage of schools accountable for students with disabilities varied from 7 percent in one state to 100 percent in another, with half of the states having between 16 percent and 93 percent of their schools designated as SWD-accountable.

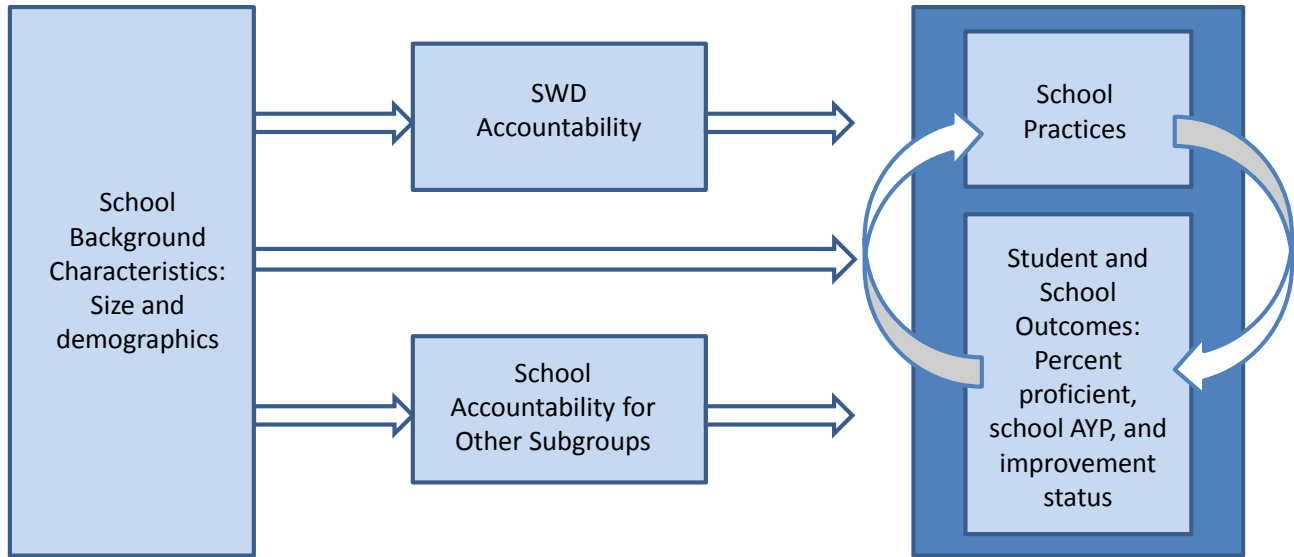
The final results of the study are presented in two reports. The first report, *The Inclusion of Students With Disabilities in School Accountability Systems: An Update* (Harr-Robins et al., 2013) provides descriptive information on school-level accountability, AYP performance, and school improvement status of schools accountable for SWD subgroup performance under Title I of the ESEA, as well as schools not accountable for SWD subgroup performance. It relies primarily on extant data from *EDFacts*, a database compiled by the U.S. Department of Education. This second report presents descriptive findings focusing on school practices related to staffing, student support, instructional time, educational placements, teacher collaboration, and professional development in schools accountable and schools not accountable for the SWD subgroup, relying primarily on survey data. Below, we describe the logic model underlying the study and the research questions addressed in this report.

Logic Model

Exhibit 1-1 depicts the study's logic model, which illustrates the relationships among school background characteristics, school accountability status, school practices, and student and school outcomes. In this logic model, we hypothesize that a school's background characteristics—its size and student demographics—may influence whether the school is held accountable for student subgroups, including students with disabilities. Because school accountability status for a subgroup depends on the minimum subgroup size, we would expect larger schools to be more likely to be held accountable, all else being equal. Moreover, as school demographic composition shifts, a school may go in and out of accountability from one year to the next (Harr-Robins et al., 2013).

The logic model also hypothesizes that school background characteristics are likely to have a direct effect on school practices and outcomes, including the percentage of proficient students, school AYP performance, and school improvement status (Kim & Sunderman, 2005; Krieg & Storer, 2006; Taylor, O'Day, & Le Floch, 2010). We further hypothesize that a school's accountability status may influence the practices it adopts, which in turn may affect student and school outcomes (Dee, Jacob, & Schwartz, 2012; McMurrer, 2007; Rouse, Hannway, Goldhaber, & Figlio, 2007). At the same time, a school's outcomes may influence the subsequent practices the school adopts, as the school responds to supports and sanctions. Thus, practices and outcomes form a kind of "feedback loop." These hypotheses reflect key premises of the ESEA school accountability provisions—in particular, that clear definitions and targets for desired academic outcomes will provide both incentives for and indicators of improvement and that identification of districts and schools not meeting their improvement targets will help focus assistance and interventions in places where they are most needed (Taylor, O'Day, & Le Floch, 2010).

Exhibit 1-1. Logic Model for the Relationships Among School Accountability, School Practices, and Student and School Outcomes



Research Questions

To inform readers on how accountability for the SWD subgroup relates to school practices, this report addresses the following descriptive research questions:

- How do school characteristics and staffing differ between SWD-accountable and non-SWD-accountable schools?
- How do school programs and student support strategies differ between SWD-accountable and non-SWD-accountable schools?
- How do instructional time and settings differ between SWD-accountable and non-SWD-accountable schools?
- How do teacher collaboration and professional development differ between SWD-accountable and non-SWD-accountable schools?

The remainder of this report is organized into six chapters. Chapter 2 describes the study design, including data sources, sample, and analysis methods. Chapter 3 provides a larger context for the school practice findings by examining subgroup accountability, AYP, and school improvement status based on extant data. Survey-based findings about the research questions for this study are presented in Chapters 4 through 7.

Chapter 2: Study Design

To address the research questions about practices in SWD-accountable and non-SWD-accountable schools, the study team analyzed school survey data collected from a sample of public schools in 12 selected states: public elementary schools in 11 states and public middle schools in 8 states. To provide a broader context for the school practice results, we also examined accountability-related school characteristics—such as accountability for other student subgroups and adequate yearly progress (AYP)—of schools in 29 states with the data required for the analysis, which we refer to as the “ED*Facts* sample.” This chapter provides a description of the data sources, the survey sample and response rates, and the analytic methods used to address the research questions.

Data Sources

The primary data sources for this study were school surveys developed specifically for this study. In addition, we used extant data (ED*Facts* and Common Core of Data) to examine school accountability and demographic characteristics for contextual purposes.

Surveys

To collect information on school practices, we developed two web-based surveys—a principal survey and a special education designee survey. The surveys were administered online by NORC at the University of Chicago between April and November 2011. Although the survey sample was defined based on schools’ SWD-accountability status from 2005–06 to 2007–08 (as explained below), in most cases the survey asked about practices that occurred in 2010–11. We focused on asking about practices in 2010–11 for two reasons. First, the survey was not administered until spring 2011, and we believed it might be difficult for respondents to recall what had happened in prior years, particularly if there was staff turnover. Second, if school accountability status affects school practices, as depicted in our logic model, it may take several years for the full impact to appear. For some practices, such as the adoption of new curricula and whole-school reform programs, we asked about their adoption between 2005–06 and 2010–11, because these practices are typically implemented over an extended period of time.

The surveys included items on practices that research and policy suggest might improve outcomes for all students, as well as those that target students with disabilities. Practices were selected for the survey based on consultation with IES, Technical Working Group members, and study team members with expertise in special education practices.⁷ The principal survey collected information on professional development for regular education teachers, instructional time, and staffing. At the conclusion of the survey, the principal was asked to identify a school staff member who was knowledgeable about the school’s special education program. This staff nominee, known as the “special education designee,” was then asked to complete a survey collecting information on the school’s implementation of practices for all students, as well as those specific to students with disabilities, including the extent to which these practices were implemented, information on professional development for special education teachers, and the characteristics of students with disabilities, such as their disabilities and educational placements.⁸ Of the special education designee

⁷ See Appendix A for copies of the principal and special education designee surveys.

⁸ The principal and special education designee surveys did not include any items in common.

respondents, 70 percent were special education teachers, and the remainder identified themselves as regular education teachers, administrators, or “other.”

EDFacts and Common Core of Data

Additional data used in this study came from *EDFacts*, a U.S. Department of Education (ED) initiative to collect and place K–12 performance data at the center of policy, management, and budget decisions. For this study, we used the following types of data from *EDFacts* for elementary and middle schools in the survey sample and in the *EDFacts* sample:

- Data on schools’ SWD-accountability status in 2005–06 through 2007–08
- Data on school accountability for the economically disadvantaged subgroup and the English language learner (ELL) subgroup in 2009–10
- Data on school improvement status and adequately yearly progress (AYP) performance in 2009–10

Another extant data source for the study is the 2010–11 Common Core of Data (CCD), which provided information on school demographic characteristics—including school level, locale, poverty level, and minority concentration—for schools in the survey sample to provide context for the school practice results.

Determining “SWD Accountability”

For a school to be held accountable for the performance of a particular student subgroup, generally the number of students in that subgroup who are tested in a given subject needs to meet or exceed the minimum subgroup size (called “minimum n”) established by the state.⁹ To identify schools accountable for SWD performance, we used *EDFacts* data on the annual measurable objectives (AMOs) for mathematics or reading, which are yearly targets for the percentages of students required to score proficient or above on state assessments. For the purpose of this study, schools that met or did not meet the performance AMO for the SWD subgroup in either subject based on *EDFacts* data were designated as “SWD-accountable schools”; schools that reported no students with disabilities or too few such students to be accountable for the SWD subgroup for both reading and mathematics performance AMOs were designated as “non-SWD-accountable schools.”¹⁰

Survey Sample

Because of shifts in SWD-accountability status that can occur from year to year, we selected the survey sample based on schools’ SWD-accountability status over a three-year period (instead of a single year). See Exhibit 2-1 for the steps taken to draw the survey sample. First, we defined

⁹ A school could be accountable for the performance of a subgroup in mathematics only or reading only, or both, depending on the number of students tested in each subject and the state’s minimum subgroup size. The minimum group size applies to students in the tested grades, not the school’s total enrollment. Note that some states have different minimum n requirements for performance and participation rates; thus, a school could be accountable for SWD subgroup participation but not necessarily for SWD subgroup performance, and vice versa.

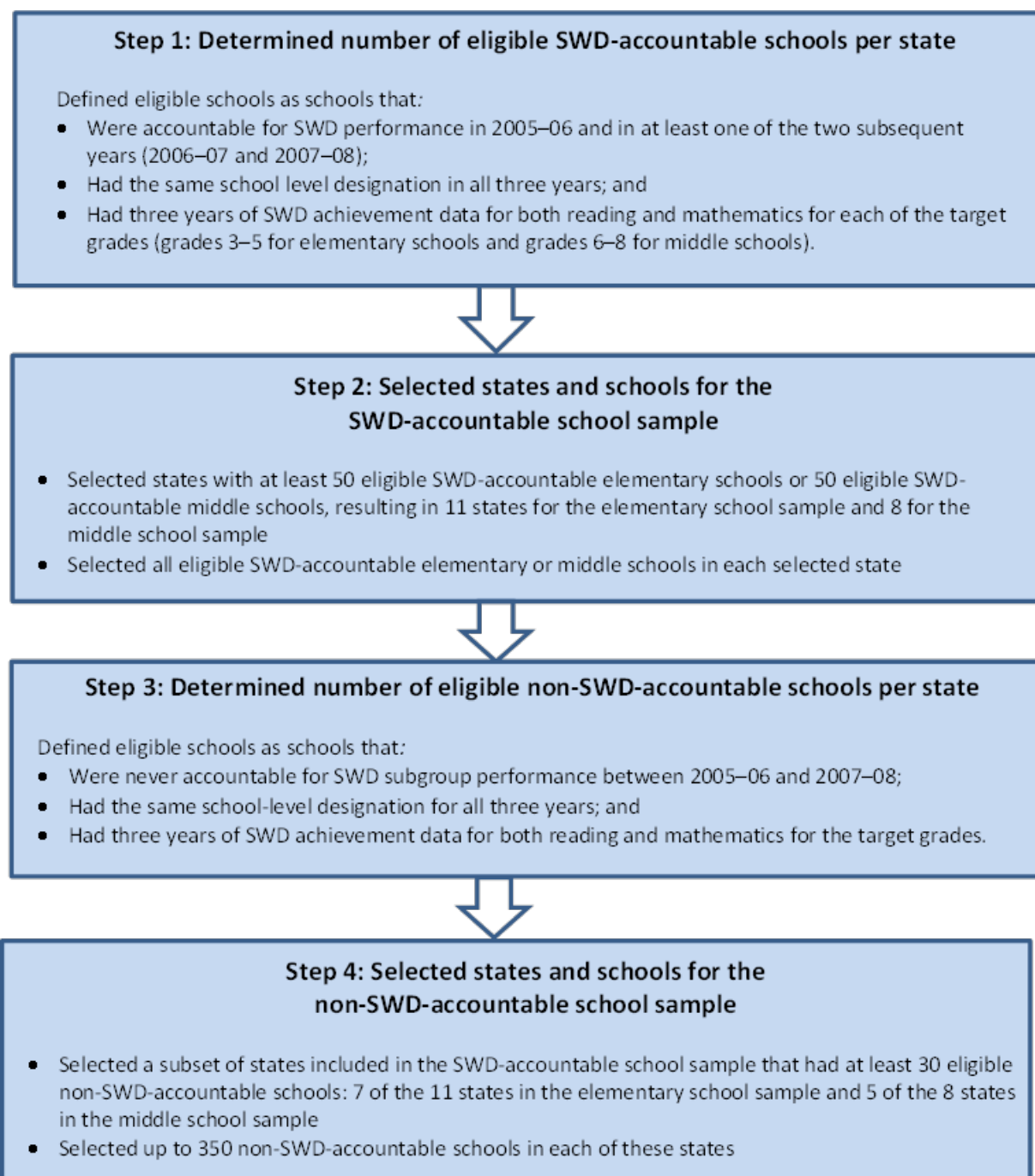
¹⁰ Schools that reported no students or too few students to be accountable for the SWD subgroup for one subject and that were missing data on the AYP performance target for the other subject were also designated as “non-SWD-accountable.”

eligible SWD-accountable schools as elementary or middle schools that were accountable for SWD performance in 2005–06 and in at least one of the two subsequent years (2006–07 and 2007–08).¹¹ The sampling frame was defined by data from 2005–06 to 2007–08 because 2005–06 was the first year and 2007–08 was the most recent year for which the *EDFacts* data needed to identify school accountability status were available when we drew the sample. Because the survey sample was defined based on accountability data from three years, we further restricted the sample to schools that had the same school-level designation (elementary or middle) during the three years.¹²

¹¹ We did not include high schools in the survey sample because the percentage of high schools that were accountable for the SWD subgroup was relatively low given that there is only one tested grade in high schools for accountability purposes (i.e., 23 percent in 2009–10; see Harr-Robins et al., 2013).

¹² For the purpose of this study, we defined elementary schools as schools in which the lowest grade served was prekindergarten, kindergarten, 1, 2, or 3, and we defined middle schools as schools in which the lowest grade served was grade 4, 5, 6, or 7. We excluded PK–2 schools because these schools do not include any of the tested grades required by the ESEA (i.e., grades 3–8 and testing at least once between grades 10 and 12).

Exhibit 2-1. Steps in Sampling States and Schools for the School Practice Survey



When we drew the survey sample, we were planning to conduct achievement analyses for the states in the survey sample to align with the school practice analyses. Therefore, we required the eligible schools to have three years of achievement data for both reading and mathematics for each of the target grades (grades 3–5 for elementary schools and grades 6–8 for middle schools). The achievement analyses were subsequently dropped because of concerns about inconsistent

measurement of reading and mathematics proficiency for students with disabilities over the corresponding time period.

After identifying eligible SWD-accountable schools, we selected a total of 12 states with at least 50 eligible schools at either school level: 11 states for the elementary school sample and 8 states for the middle school sample (Exhibit 2-2 provides the list of states). Within each of these states, we included all eligible SWD-accountable schools in the survey sample, with the exception of districts where, at the request of the district, we subsampled half of the eligible SWD-accountable schools to reduce response burden.

We also surveyed a sample of non-SWD-accountable schools to enable us to examine how school practices differed for SWD-accountable and non-SWD-accountable schools. We defined eligible non-SWD-accountable schools in the sample states as those that were never accountable for SWD subgroup performance between 2005–06 and 2007–08, had the same school-level designation for all three years, and had three years of SWD achievement data for both reading and mathematics for the target grades. When drawing the sample, we also eliminated schools that were not operational in 2009–10 based on preliminary CCD data available at the time. Because our sample was restricted to schools that had SWD achievement data from 2005–06 to 2007–08 for both reading and mathematics for the target grades (grades 3–5 for elementary schools and grades 6–8 for middle schools), all non-accountable schools in our sample enrolled at least some students with disabilities in each of the three years, even though they were not accountable for the performance of the SWD subgroup in those years.

States were included in the sample of non-accountable schools if they had at least 30 eligible non-SWD-accountable schools.¹³ Seven of the 11 states in the elementary school sample and 5 of the 8 states in the middle school sample met this criterion. Because it was resource prohibitive to survey all the eligible non-SWD-accountable schools from these states, we sampled up to 350 non-SWD-accountable schools in each of these states. From the non-SWD-accountable schools sampled, we subsequently removed non-Title I schools in states that did not subject those schools to the same accountability sanctions as the Title I schools. As a result, some states had fewer than 30 non-SWD-accountable schools in the final sample.¹⁴

“Always-accountable schools” in this report refers to schools that were consistently accountable for the SWD subgroup from 2005–06 through 2007–08. “Never-accountable-schools” refers to schools that were not accountable for the SWD subgroup in any of the three years.

To define the final analysis sample, we restricted the survey sample in several ways. As noted above, the sample of the SWD-accountable schools included schools that were accountable in 2005–06 and in at least one of the two subsequent years. To clarify the contrast between SWD-accountable and non-SWD-accountable schools, we restricted the analysis sample to schools that were consistently accountable for the SWD subgroup from 2005–06 through 2007–08 (i.e., “always-accountable schools”) and schools that were not accountable for students with disabilities

¹³ We chose a lower threshold for the sample of non-accountable schools (compared with the threshold for accountable schools) because some states had very few non-accountable schools and we sought to retain as many states as possible while still having sufficient schools in each state to present state-level results.

¹⁴ These states in the sample were Florida, Minnesota, North Carolina, North Dakota, and Virginia.

in any of the three years (i.e., “never-accountable schools”). We further required that schools included in the survey analyses were operational over the full 5-year period from 2005–06 through 2009–10, were classified as regular schools over the period, and retained the same school-level designation (i.e., elementary or middle).¹⁵ See Exhibit B-1 for the total population of schools that met the accountability definitions used to draw the sample, the number of schools that met the three-year SWD achievement criteria, and the number of schools in the final survey sample and final analysis sample.

Exhibit 2-2 shows the number of schools eligible for survey analysis at the elementary and middle school levels, by state and overall. The final analysis sample included 1,953 always-accountable schools and 1,603 never-accountable schools at the elementary school level, and 1,036 always-accountable schools and 479 never-accountable schools at the middle school level. Overall, the response rate was 87 percent and 86 percent for the principal survey and 82 percent and 80 percent for the special education designee survey at the two school levels, respectively. See Exhibits B-2 and B-3 for state-level response rates.

Exhibit 2-2. Number of Elementary and Middle Schools Eligible for Survey Analysis, by State and by SWD-Accountability Status Between 2005–06 and 2007–08

States	Elementary Schools Eligible for Survey Analysis		Middle Schools Eligible for Survey Analysis	
	Always-SWD-Acct Schools	Never-SWD-Acct Schools	Always-SWD-Acct Schools	Never-SWD-Acct Schools
California	104	331	186	313
Florida	435	154	106	16
Georgia	237	328	194	54
Iowa	54	0	85	0
Kansas	51	0	-	-
Maryland	679	0	151	0
Massachusetts	62	323	162	0
Minnesota	149	44	-	-
North Carolina	78	249	34	19
North Dakota	70	0	-	-
Virginia	34	174	-	-
Wisconsin	-	-	118	77
Total	1,953	1,603	1,036	479

EXHIBIT READS: There were 104 always-accountable elementary schools in California eligible for survey analysis.

SOURCE: 2010–11 Principal Survey and Special Education Designee Survey; U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08.

Analysis Methods

To address the research questions about school practices for always-accountable and never-accountable schools, we calculated the averages for the two groups of schools by school level,

¹⁵ Although special education schools and alternative/vocational schools were included in the original sampling frame, we did not obtain a sufficient number of surveys to report out on these school types.

based on data from each individual state as well as data combined across states that had both types of schools in the analysis sample (seven states in the elementary school sample and five states in the middle school sample). This report presents differences in school practices between always-accountable and never-accountable schools across states with both types of schools. Results for individual states are provided in the appendices. Unless otherwise noted, differences between always-accountable and never-accountable schools discussed in the report are differences that were statistically significant at the .05 level.

To provide context for findings about the practices of always-accountable and never-accountable schools in the survey sample, we examined patterns of SWD-accountability status for a larger sample of schools over the same time period used to define the SWD-accountability status for the survey sample (2005–06 to 2007–08). Specifically, we examined the number and percentage of always-accountable schools, never-accountable schools, and other schools (i.e., “sometimes-accountable schools”) over the three-year time period, by state and school level. This set of analyses was based on 25,271 elementary schools and 6,889 middle schools in 29 states that reported the relevant *EDFacts* data (i.e., the *EDFacts* sample).

Because accountability for other student subgroups may relate to the adoption of school practices, we examined the extent to which schools in the three SWD-accountability categories in the 29 states were accountable for the economically disadvantaged subgroup and the ELL subgroup in 2009–10, the most recent year for which the relevant *EDFacts* data were available at the time of the analysis. Furthermore, we calculated the percentages of schools that were identified for school improvement and the percentages of schools that met AYP in 2009–10 separately for schools in each SWD-accountability category. The number of states included in these analyses dropped to 28, as Indiana did not report school improvement status and California did not report AYP data to *EDFacts* for that year. Because all the *EDFacts* analyses were based on the population of relevant schools across all states with available data (rather than a sample of schools), tests of statistical significance were not performed.

Caveat

This study is intended to provide descriptive results only. Although the logic model for this study hypothesizes that the SWD-accountability status of a school may influence its practices and programs, the findings from this descriptive study do not support causal conclusions about the relationships between SWD-accountability and school practices. Where differences were observed between always-accountable and never-accountable schools, these differences might be at least partly explained by factors other than SWD-accountability status, such as school size, student demographics, or district policy.

Chapter 3: Accountability Context for School Practices

A school's SWD-accountability status is determined by the number of students with disabilities in the tested grades and the minimum subgroup size. Therefore, it is not a permanent status, and it may fluctuate over time as school demographic composition shifts.¹⁶ Before we discuss the findings from the survey, we provide, in this chapter, a broader context for the survey analyses by presenting the percentages of schools that were always accountable, sometimes accountable, and never accountable for the SWD subgroup between 2005–06 and 2007–08 across the 29 states in the *EDFacts* sample.

As shown in our logic model (see Chapter 1), both SWD accountability and accountability for other subgroups may affect the practices that schools adopt. Thus, in this chapter, we present the percentage of schools always, sometimes, and never accountable for students with disabilities that are also accountable for other student subgroups, specifically the economically disadvantaged subgroup and the English language learner subgroup. We show results for 2009–10, the most recent year for which the relevant *EDFacts* data were available at the time of analysis.

Our logic model also hypothesizes that school outcomes—including whether schools make adequate yearly progress (AYP) and their school improvement status—may influence the adoption of certain school practices. Thus, we examined the percentage of schools that made AYP and the percentage of schools that were identified for school improvement in 2009–10, both for schools that were always accountable and schools that were never accountable.

School Accountability for the SWD Subgroup

Three-fifths (60 percent) of elementary schools and 27 percent of middle schools were never accountable for the SWD subgroup between 2005–06 and 2007–08.

Exhibit 3-1 presents the number and percentage of public schools by SWD-accountability status from 2005–06 and 2007–08 in the 29 states in the *EDFacts* sample. At the elementary school level, three-fifths of schools (60 percent) were never accountable for the SWD subgroup over the three-year period, 15 percent were accountable for all three years, and 24 percent were accountable in some (but not all) years. At the middle school level, more schools fell into the always-accountable category (44 percent) than the sometimes-accountable category (29 percent) or never-accountable category (27 percent), which might be due to the fact that middle schools tended to be larger than elementary schools and therefore were more likely to meet the minimum n requirement for accountability (Harr-Robins et al., 2013).

¹⁶ Our previous report (Harr-Robins et al., 2013) showed that in the 31 states with the relevant data, 56 percent of the schools were not accountable for the SWD subgroup in any year between 2006–07 and 2009–10, 23 percent were accountable in all four years, and the remaining schools moved in and out of SWD accountability.

Exhibit 3-1. Number and Percentage of All Public Elementary and Middle Schools by SWD-Accountability Status From 2005–06 to 2007–08 (29 States)

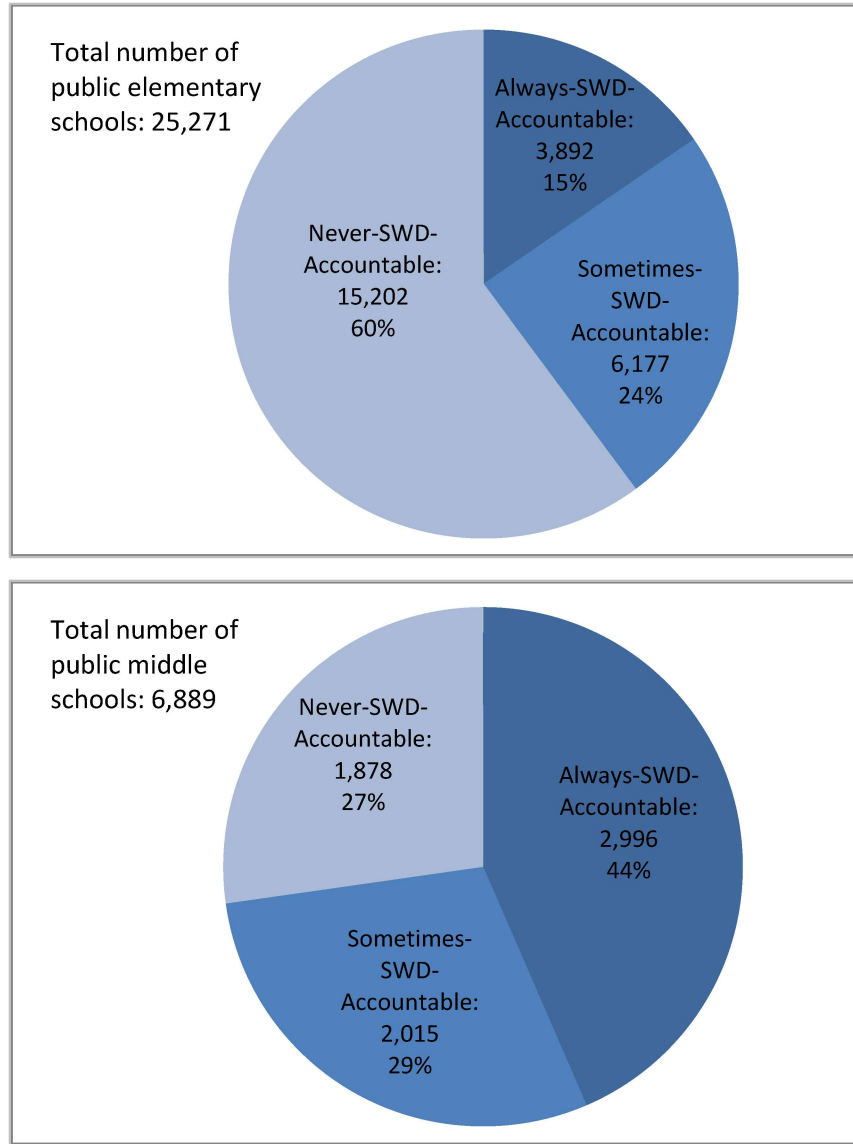


EXHIBIT READS: Among the 25,271 public elementary schools in the 29 states in the *EDFacts* sample, 15,202 (60 percent) were never accountable for the performance of the SWD subgroup from 2005–06 to 2007–08. Among the 6,889 public middle schools in the same states, 1,878 (27 percent) were never accountable for the SWD subgroup during those three years.

SOURCE: U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08.

The percentages of schools that were always-, sometimes-, or never-accountable between 2005–06 and 2007–08 varied across the 29 states in the EDFacts sample.

Exhibits 3-2 and 3-3 break down the results above by state. The distribution of schools across the three SWD-accountability categories varied across the 29 states in the *EDFacts* sample.¹⁷ At the elementary school level, the percentage of always-accountable schools ranged from zero percent in

¹⁷ Montana is not displayed in the figure because of small cell sizes.

Washington to 99 percent in Maine. At the middle school level, the percentage of always-accountable schools ranged from 4 percent in Washington to 100 percent in Maine.

Exhibit 3-2. Percentage of All Public Elementary Schools, by State and SWD-Accountability Status From 2005–06 to 2007–08 (29 States,* Sorted by the Percentage of Always-SWD-Accountable Schools)

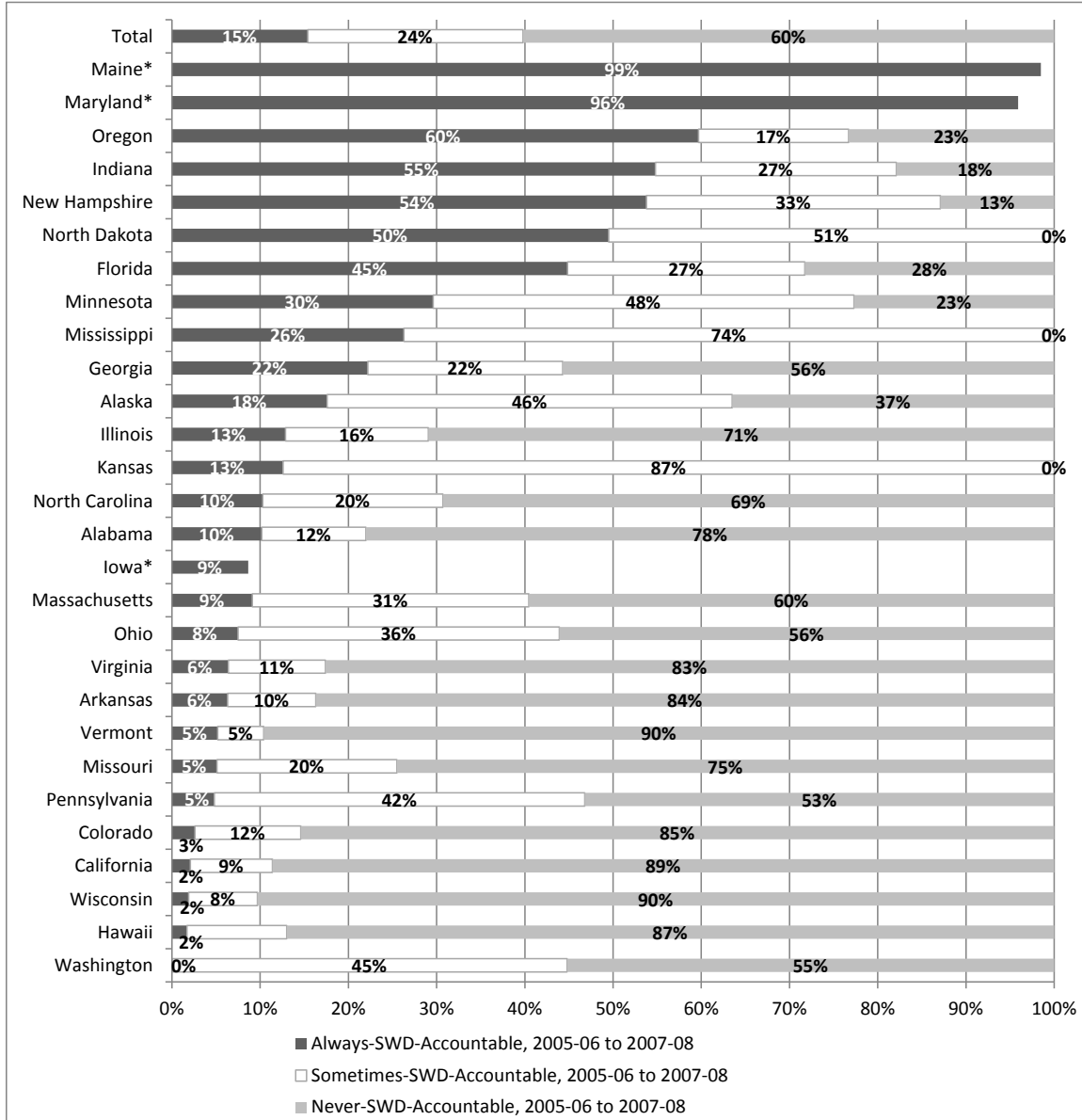


EXHIBIT READS: Of all public elementary schools in the 29 states with the relevant data, 15 percent were always SWD-accountable, 24 percent were sometimes SWD-accountable, and 60 percent were never SWD-accountable from 2005–06 to 2007–08.

SOURCE: U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08 and 2009–10.

NOTES: * indicates states with suppressed SWD-accountability categories because of small reporting ns. Data for Montana are not shown in this exhibit because of small cell sizes. In Montana, 87 percent of elementary schools were never SWD-accountable during the three years.

The number of elementary schools included in this analysis is 25,271 in total, ranging from 159 to 5,294 across the 29 states (including Montana).

Exhibit 3-3. Percentage of All Public Middle Schools, by State and SWD-Accountability Status From 2005–06 to 2007–08 (29 States, Sorted by the Percentage of Always-SWD-Accountable Schools)

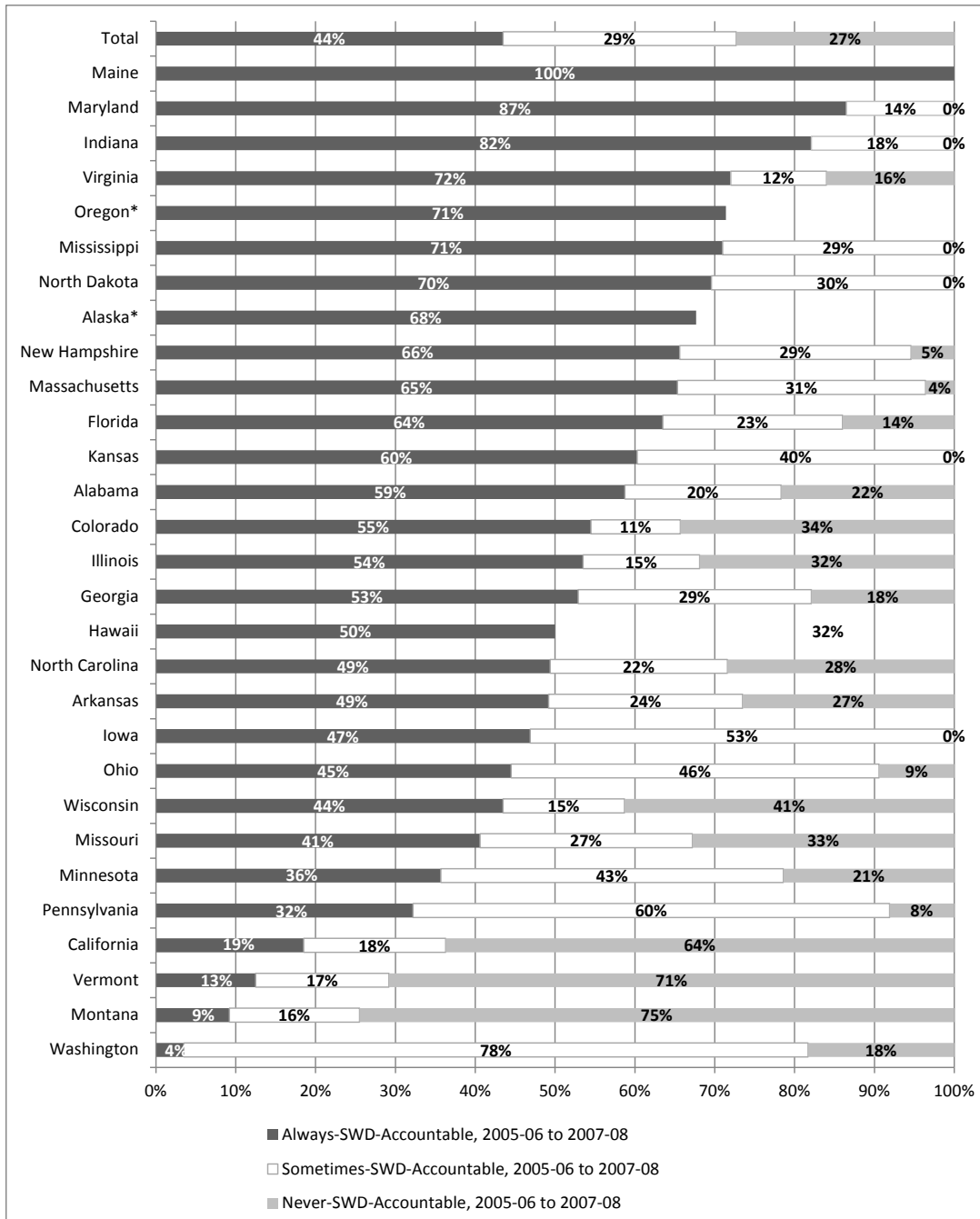


EXHIBIT READS: Of all public middle schools in the 29 states with the relevant data, 44 percent were always SWD-accountable, 29 percent were sometimes SWD-accountable, and 27 percent were never SWD-accountable from 2005–06 to 2007–08.

SOURCE: U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08.

NOTES: * indicates states with suppressed SWD-accountability categories because of small reporting ns.

The number of middle schools included in this analysis is 6,889 in total, ranging from 23 to 1,303 across the 29 states.

SWD-accountability status remained stable for 85 percent or more of always-accountable schools and never-accountable schools.

The previous exhibits depict the distribution of schools across the three SWD-accountability categories (always-accountable, sometimes-accountable, and never-accountable) based on data from the three years that were used to draw the survey sample (2005–06 to 2007–08). Using the most recent year of data available, Exhibit 3-4 shows the percentage of schools in the three SWD-accountability categories in the EDFacts sample that were accountable for the SWD subgroup in 2009–10. It indicates that SWD-accountability status remained stable for 85 percent or more of always-accountable schools and never-accountable schools. Of the schools that were always accountable for the SWD subgroup from 2005–06 to 2007–08, 85 percent of elementary schools and 92 percent of middle schools were accountable for the SWD subgroup in 2009–10 in the 29 states examined. Of the never-accountable schools, 7 percent of elementary schools and 9 percent of middle schools were accountable in 2009–10. Of the sometimes-accountable schools, 49 percent of elementary schools and 69 percent of middle schools were accountable in 2009–10.

Exhibit 3-4. Number and Percentage of Public Elementary and Middle Schools Accountable for the SWD Subgroup in 2009–10, by SWD-Accountability Status From 2005–06 to 2007–08 (29 States)

	Elementary Schools		Middle Schools	
	Number of schools that were accountable for the SWD groups from 2005–06 to 2007–08	Percentage of schools that were accountable for the SWD subgroup in 2009–10	Number of schools that were accountable for the SWD groups from 2005–06 to 2007–08	Percentage of schools that were accountable for the SWD subgroup in 2009–10
Always-SWD-accountable schools	3,892	85.3	2,996	91.7
Sometimes-SWD-accountable schools	6,177	48.7	2,015	69.4
Never-SWD-accountable schools	15,202	6.7	1,878	8.5

EXHIBIT READS: Among schools that were always accountable for the SWD subgroup from 2005–06 to 2007–08, 3,892 (85 percent) were accountable for the SWD subgroup in 2009–10.

SOURCE: U.S. Department of Education EDFacts data, 2005–06 through 2007–08 and 2009–10.

See Appendix C for results by state.

School Accountability for Other Subgroups

Elementary and middle schools that were always-accountable between 2005–06 and 2007–08 were more likely than never-accountable schools to be accountable for the economically disadvantaged subgroup in 2009–10, and more likely to be accountable for the English language learner subgroup.

As suggested in our logic model, school practices may be affected not only by schools' accountability for the SWD subgroup but also by accountability for other subgroups. If schools implement practices based on the student subgroups for which they are accountable, these practices may have an influence not only on the targeted subgroups but also on other subgroups as well, in part because many students may be included in multiple subgroups (e.g., both the SWD subgroup and the economically disadvantaged subgroup). Therefore, in addition to SWD accountability, we

also examined school accountability for two other student subgroups: the economically disadvantaged subgroup and the English language learner (ELL) subgroup in 2009–10. Because SWD-accountable schools may be larger, on average, than non-SWD-accountable schools, we would expect accountability for the SWD subgroup to be associated with higher rates of accountability for other subgroups of students as well. Consistent with this hypothesis, 96 percent of elementary and middle schools that were always-accountable between 2005–06 and 2007–08 were accountable for the economically disadvantaged subgroup in 2009–10, compared with 76 percent of never-accountable schools (Exhibit 3-5). The percentage of schools that were always-SWD-accountable between 2005–06 and 2007–08 that were accountable for the ELL subgroup in 2009–10 was 38 percent for elementary schools and 33 percent for middle schools, higher than the corresponding percentage of never-accountable elementary and middle schools accountable for the ELL subgroup—28 percent and 32 percent, respectively (Exhibit 3-5).

Exhibit 3-5. Percentage of Public Elementary and Middle Schools Accountable for the Economically Disadvantaged Subgroup and the English Language Learner Subgroup in 2009–10, by SWD-Accountability Status From 2005–06 to 2007–08 (29 States)

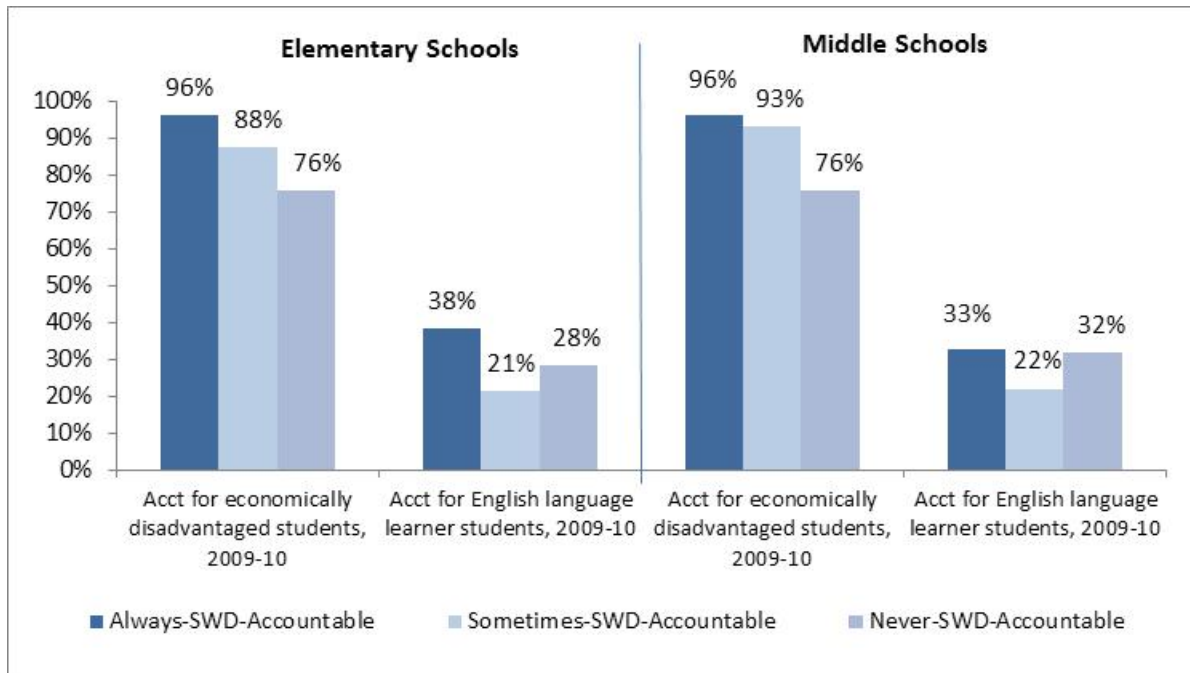


EXHIBIT READS: Among public elementary schools that were always SWD-accountable from 2005–06 to 2007–08, 96 percent were also accountable for the economically disadvantaged subgroup in 2009–10.

SOURCE: U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08 and 2009–10.

NOTES: Sample size for elementary schools = 3,857–3,892 always-accountable schools, 6,032–6,177 sometimes-accountable schools, and 14,762–15,202 never-accountable schools.

Sample size for middle schools = 2,985–2,996 always-accountable schools, 2,002–2,015 sometimes-accountable schools, and 1,860–1,878 never-accountable schools.

See Appendix C for results by state.

School Improvement Status and AYP Performance

Always-accountable schools were more likely to be identified for school improvement in 2009–10 and less likely to make AYP than were never-accountable schools.

In addition to being held accountable for particular subgroups, failing to make AYP and being identified for school improvement may influence the practices schools adopt. Not making AYP and being identified for school improvement may lead schools to pay closer attention to the student subgroups for which they are accountable and to make changes in their instructional practices to improve student outcomes. To provide the context for findings about 2010–11 school practices, we examined schools' AYP performance and school improvement status in the prior year (2009–10). At both the elementary and middle school levels, always-accountable schools were more likely to be identified for school improvement and less likely to make AYP than were sometimes-accountable and never-accountable schools (Exhibit 3-6). At the elementary school level, 28 percent of always-accountable schools were identified for school improvement in 2009–10, compared with 25 percent of sometimes-accountable schools and 18 percent of never-accountable schools.¹⁸ The percentage of schools making AYP in 2009–10, however, was lower for always-accountable schools (56 percent) than for sometimes-accountable schools (61 percent) and never-accountable schools (72 percent).

Exhibit 3-6. Percentage of Public Elementary and Middle Schools That Were Identified for School Improvement and Percentage of Schools That Made AYP in 2009–10, by SWD-Accountability Status From 2005–06 to 2007–08 (28 States)

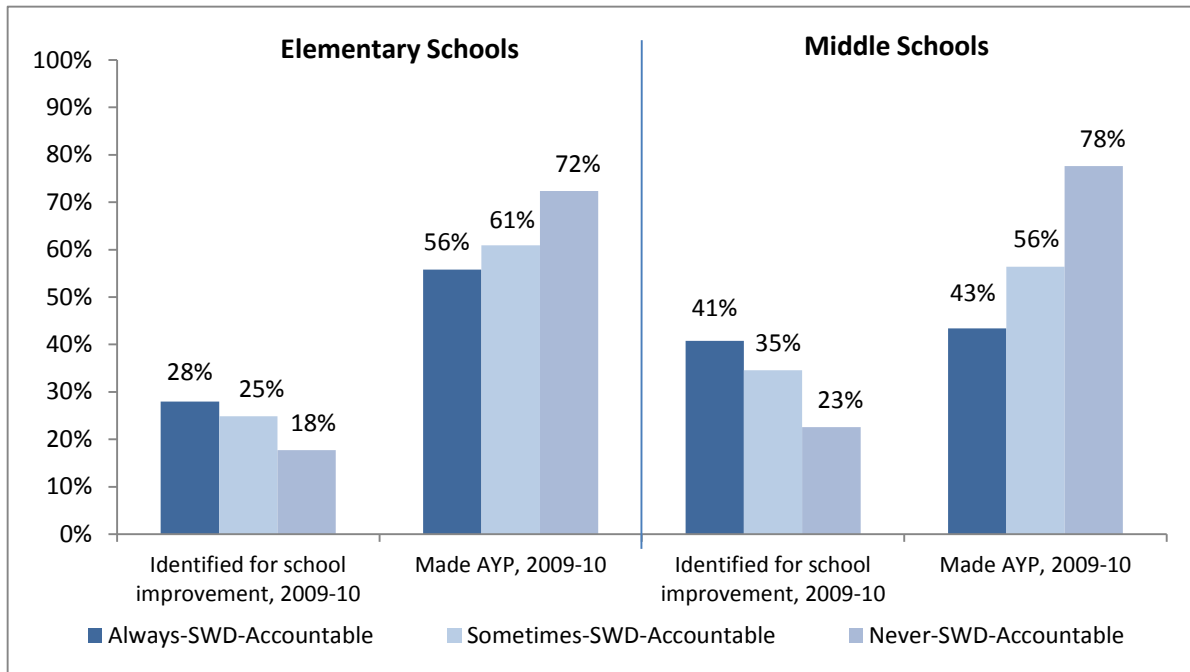


EXHIBIT READS: Among public elementary schools that were always SWD-accountable from 2005–06 to 2007–08, 28 percent were identified for school improvement in 2009–10.

¹⁸ The 2009–10 school improvement status was derived from 2008–09 EDEfacts data and was based on 2008–09 AYP performance.

SOURCE: U.S. Department of Education *EDFacts* data, 2005–06 through 2009–10.

NOTES: *EDFacts* data on 2009–10 school improvement status (which was based on 2008–09 AYP) for Indiana and 2009–10 AYP performance for California were not available at the time of the analysis.

School improvement status sample size for elementary schools = 3,547 always-accountable schools, 6,005 sometimes-accountable schools, and 15,086 never-accountable schools.

AYP sample size for elementary schools = 3,780 always-accountable schools, 5,683 sometimes-accountable schools, and 10,507 never-accountable schools.

School improvement status sample size for middle schools = 2,973 always-accountable schools, 2,010 sometimes-accountable schools, and 1,877 never-accountable schools.

AYP sample size for middle schools = 2,754 always-accountable schools, 1,783 sometimes-accountable schools, and 1,047 never-accountable schools.

See Appendix C for results by state.

Compared with elementary schools, middle schools demonstrated larger differences in schools' AYP performance and improvement status by schools' SWD-accountability category. For instance, nearly twice as many always-accountable middle schools were identified for school improvement in 2009–10 as were never-accountable middle schools (41 percent versus 23 percent). Less than half (43 percent) of always-accountable middle schools made AYP in 2009–10, compared with 78 percent of never-accountable middle schools. Differences across schools in AYP performance and improvement status might lead to different decisions about the types of instructional practices that schools adopt.

Summary

To provide a broader context for the analyses of 2010–11 school practices, this chapter examined school accountability for the SWD subgroup, accountability for the economically disadvantaged student subgroup, and accountability for the ELL subgroup in 2009–10 for three groups of schools: schools that were always SWD-accountable, sometimes SWD-accountable, and never accountable between 2005–06 and 2007–08. It also presented the percentages of schools identified for school improvement and the percentages of schools that made AYP in 2009–10.

- Sixty percent of elementary schools were never accountable for the SWD subgroup between 2005–06 and 2007–08, 15 percent were accountable for all three years, and 24 percent were accountable in some (but not all) years. At the middle school level, 44 percent of the schools were always SWD-accountable, and 29 percent and 27 percent of the schools were sometimes SWD-accountable and never SWD-accountable, respectively.
- The percentage of schools in the three SWD-accountability categories varied across the 29 states in the *EDFacts* sample. The percentage of always-accountable schools, for example, ranged from zero in one state to 99 percent in another at the elementary school level and from 4 percent to 100 percent at the middle school level.
- SWD-accountability status remained stable for 85 percent or more of always-accountable schools and never-accountable schools. Of the always-accountable schools, 85 percent of elementary schools and 92 percent of middle schools were accountable in 2009–10. Seven percent of never-accountable elementary schools and 9 percent of never-accountable middle schools were accountable for the SWD subgroup in 2009–10.

- Ninety-six percent of always-accountable elementary and middle schools were accountable for the economically disadvantaged subgroup in 2009–10, compared with 76 percent of never-accountable schools.
- Thirty-eight percent of always-accountable elementary schools and 33 percent of always-accountable middle schools were accountable for the ELL subgroup in 2009–10, compared with 28 percent of never-accountable elementary schools and 32 percent of never-accountable middle schools.
- Always-accountable schools were more likely to be identified for school improvement than were never-accountable schools. At the elementary school level, 28 percent of always-accountable schools were identified for school improvement in 2009–10, compared with 18 percent of never-accountable schools. At the middle school level, nearly twice as many always-accountable schools were identified for school improvement than were never-accountable schools (41 percent versus 23 percent).
- Always-accountable schools were less likely to make AYP than were never-accountable schools. Among always-accountable schools, 56 percent at the elementary school level and 43 percent at the middle school level made AYP in 2009–10, compared with more than 70 percent of never-accountable schools (72 percent and 78 percent at the elementary and middle school levels, respectively).

Chapter 4: School Characteristics and Staffing in SWD-Accountable and Non-SWD-Accountable Schools

In this chapter, we present findings to address the research question, *How do school characteristics and staffing differ between SWD-accountable and non-SWD-accountable schools?* In discussing the survey findings here and in Chapters 5 through 7, we use the term “always-accountable schools” to refer to schools that were always accountable for the SWD subgroup from 2005–06 to 2007–08, and we use the term “never-accountable schools” to refer to schools that were never accountable for the SWD subgroup during those three years.

To provide context for the analyses of school practices, we examined descriptive differences between always-accountable and never-accountable schools in school characteristics (such as total enrollment and percentage of students receiving free or reduced-price lunch), district programs for students with disabilities, and staffing. Because of the minimum subgroup size requirements, we expect SWD-accountable schools to be larger in size, which might also be associated with differences in student characteristics, location, and staffing. These characteristics in turn might relate to the types of practices implemented in 2010–11, which are examined in Chapters 5 through 7.

School Characteristics

Always-accountable schools differed significantly from never-accountable schools in school size, student composition, and locale at both the elementary and middle school levels.

Because accountability for the SWD subgroup depends on having a number of students with disabilities greater than or equal to the minimum subgroup size, SWD-accountable schools might be expected to be larger than non-SWD-accountable schools and to have a higher proportion of their students identified as having disabilities. Related to the size difference, SWD-accountable schools might also differ from non-SWD-accountable schools in their student composition and locale. Exhibit 4-1 displays the average total enrollment, the percentage of students identified as having a disability, the percentage of students eligible for free or reduced-price lunch, the percentage of students who were non-White, as well as school locale. As expected, on average, always-accountable schools had larger enrollments than had never-accountable schools. This size pattern was observed for both elementary and middle schools, with differences of 112 students and 324 students, respectively.

Always-accountable schools enrolled, on average, a higher percentage of students identified with a disability than did never-accountable schools, with differences of 4.6 percentage points at the elementary school level and 1.3 percentage points at the middle school level. These findings confirm that accountability for the SWD subgroup was significantly associated with both school size and the concentration of students with disabilities.

At the elementary school level, always-accountable schools had a lower percentage of students who were non-White or Hispanic (by 15.4 percentage points); were less likely to be in urban locations (by 16.3 percentage points); and were more likely to be in suburban, town, or rural settings (by 6.0, 6.0, and 4.2, percentage points, respectively) than were never-accountable schools. In contrast, at

the middle school level, always-accountable schools had a higher percentage of students eligible for free or reduced-price lunch (by 6.3 percentage points), were more likely to be in urban locations (by 7.0 percentage points), and were less likely to be located in towns or rural settings (by 5.4 and 7.1 percentage points, respectively) than were never-accountable schools. The percentage of students who were eligible for free or reduced-price lunch did not differ significantly at the elementary school level, and the percentage of students who were non-White or Hispanic did not differ significantly at the middle school level between the two types of schools.

Exhibit 4-1. Characteristics of Elementary and Middle Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

Measure	Always-SWD-Accountable Schools		Never-SWD-Accountable Schools		Difference (mean)	p value
	Sample size	Mean	Sample size	Mean		
Elementary Schools (7 states)						
Total enrollment	1,099	642	1,598	529	112*	0.000
% of students identified with a disability	855	14.9	1,242	10.2	4.6*	0.000
% of students eligible for free or reduced-price lunch	1,098	61.0	1,598	61.0	0.0	0.975
% non-White or Hispanic students	1,099	51.9	1,598	67.4	-15.4*	0.000
% urban schools	1,099	23.3	1,603	39.6	-16.3*	0.000
% suburban schools	1,099	43.2	1,603	37.2	6.0*	0.010
% schools in towns	1,099	11.2	1,603	5.1	6.0*	0.000
% rural schools	1,099	22.3	1,603	18.1	4.2*	0.014
Middle Schools (5 states)						
Total enrollment	637	914	475	590	324*	0.000
% of students identified with a disability	487	14.0	329	12.7	1.3*	0.008
% of students eligible for free or reduced-price lunch	637	60.1	475	53.8	6.3*	0.000
% of non-White or Hispanic students	637	60.5	475	58.7	1.7	0.374
% urban schools	637	31.7	477	24.7	7.0*	0.010
% suburban schools	637	37.2	477	31.7	5.5	0.056
% schools in towns	637	11.1	477	16.6	-5.4*	0.011
% rural schools	637	19.9	477	27.1	-7.1*	0.005

EXHIBIT READS: On average, always-accountable elementary schools in 7 states enrolled 642 students, compared with 529 students for never-accountable elementary schools in those states. The difference between the two groups of schools was 112 students, which was statistically significant ($p < .001$).

SOURCE: 2009–10 and 2010–11 Common Core of Data; 2010–11 Principal and Special Education Designee Surveys; U.S. Department of Education EDEdFacts data, 2005–06 through 2009–10.

NOTES: The averages for always-accountable schools and never-accountable schools were averages across schools in the sample states. The differences of the two averages may not equal the tabulated differences because of rounding. Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

See Appendix D for standard errors and results by state.

Central District Programs for Students With Disabilities

Always-accountable schools were more likely to have students attending a central district program for students with disabilities and more likely to house such a program than were never-accountable schools.

If they serve more students with disabilities than are served by non-SWD-accountable schools, SWD-accountable schools might be expected to use or even house special programs for these students. To provide information on how programs for students with disabilities are organized, the special education designee survey gathered information from the study schools on whether their districts offered central district programs for students with disabilities and where these programs were housed. Some districts may set up educational programs in a central location to serve students with disabilities with similar needs. For example, a district may establish a program for students with autism within a regular public school in order to provide more specialized services to a larger number of students. Whether or not schools in the survey sample sent students to these other programs, or the extent to which schools operated a central program, may have played a role in the types of strategies that they implemented for students with disabilities.

Exhibit 4-2 presents the percentage of schools that had students attending a district program for students with disabilities outside their school and the percentage of schools that housed a central SWD program. Always-accountable schools at both the elementary and middle school levels were more likely than never-accountable schools to have students attending such a central program, with differences of 7.2 and 18.3 percentage points, respectively.

At both school levels, a higher percentage of always-accountable schools than never-accountable schools housed a central program for students with disabilities, with differences of 8.8 percentage points for elementary schools and 7.7 percentage points for middle schools. As a consequence, always-accountable schools might have been able to provide more specialized services to students with disabilities than was possible in never-accountable schools because of potential economies of scale in always-accountable schools.

Exhibit 4-2. Characteristics of District Programs for Students With Disabilities in Elementary and Middle Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

Measure	Always-SWD-Accountable Schools		Never-SWD-Accountable Schools		Difference (percent)	p value
	Sample size	Percent	Sample size	Percent		
Elementary Schools (7 states)						
% of schools that had students attending a central district program for students with disabilities	871	35.0	1,283	27.8	7.2*	0.003
% of schools that housed a central district program for students with disabilities	872	28.6	1,285	19.8	8.8*	0.000
Middle Schools (5 states)						
% of schools that had students attending a central district program for students with disabilities	501	32.1	351	13.9	18.3*	0.000
% of schools that housed a central district program for students with disabilities	501	19.4	352	11.7	7.7*	0.002

EXHIBIT READS: On average, 35.0 percent of always-accountable elementary schools in 7 states had students attending a central district program for students with disabilities, compared with 27.8 percent of never-accountable elementary schools in those states. The difference between the two groups of schools was 7.2 percentage points, which was statistically significant ($p < .01$).

SOURCE: 2010–11 Special Education Designee Survey; U.S. Department of Education EDEdFacts data, 2005–06 through 2007–08; 2009–10 Common Core of Data.

NOTES: The averages for always-accountable schools and never-accountable schools were averages across schools in the sample states. The differences of the two averages may not equal the tabulated differences because of rounding. Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

See Appendix D for standard errors and results by state.

Staffing

Always-accountable schools had more special education teachers but fewer other staff per 100 students with disabilities than never-accountable schools had.

School staffing is another factor that might differ across SWD-accountable and non-SWD-accountable schools, facilitating or hindering the implementation of strategies adopted by schools to improve student achievement. If they serve more students with disabilities than are served by non-SWD-accountable schools, SWD-accountable schools might have fewer staff members for each student with a disability. In order to compare staffing levels across schools of different sizes, we computed the number of staff per 100 students with disabilities. Higher values of this variable mean larger staff-to-SWD ratios. As Exhibit 4-3 shows, the number of special education teachers per 100 students with disabilities was higher for always-accountable schools than for never-accountable schools at both the elementary and middle school levels (differences of 1.1 and 1.6 teachers, respectively). However, compared with never-accountable schools, always-accountable schools had lower numbers of regular education teachers per 100 students with disabilities at both school levels (differences of 14.6 and 8.5 teachers at the elementary and middle school levels, respectively). Compared with never-accountable schools, always-accountable schools also had fewer related service providers per 100 students with disabilities at both the elementary and middle school levels (differences of 1.2 and 0.9 providers, respectively). These differences might reflect economies of scale

(e.g., staff were distributed across a larger group of students with disabilities)—that is, it might be more efficient for schools with larger numbers of students with disabilities to support students with disabilities with smaller numbers of staff by grouping students with disabilities together for services.

Exhibit 4-3. Average Number of Staff per 100 Students With Disabilities in Elementary and Middle Schools in 2010–11, by Staff Type and SWD-Accountability Status Between 2005–06 and 2007–08

Measure	Always-SWD-Accountable Schools		Never-SWD-Accountable Schools		Difference (mean)	<i>p</i> value
	Sample size	Mean	Sample size	Mean		
Elementary Schools (7 states)						
Special education teachers	850	7.4	1,238	6.3	1.1*	0.000
Regular education teachers	849	39.0	1,237	53.6	-14.6*	0.000
Related service providers ^a	850	5.4	1,237	6.6	-1.2*	0.000
Classroom paraprofessionals	847	11.0	1,238	14.9	-3.9*	0.000
One-on-one paraprofessionals assigned to students with disabilities	848	2.4	1,236	3.3	-0.8*	0.000
Middle Schools (5 states)						
Special education teachers	484	7.7	329	6.1	1.6*	0.000
Regular education teachers	483	38.3	329	46.7	-8.5*	0.000
Related service providers ^a	484	3.8	328	4.7	-0.9*	0.000
Classroom paraprofessionals	484	6.0	329	7.6	-1.6*	0.000
One-on-one paraprofessionals assigned to students with disabilities	483	1.6	329	2.2	-0.6*	0.003

EXHIBIT READS: On average, always-accountable elementary schools in 7 states had 7.4 special education teachers per 100 students with disabilities, compared with 6.3 special education teachers for never-accountable elementary schools in those states. The difference between the two types of schools was 1.1 teachers, which was statistically significant ($p < .001$).

SOURCE: 2010–11 Principal Survey; U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08; 2009–10 Common Core of Data.

NOTES: ^a Related service providers include speech therapists, physical therapists, occupational therapists, school psychologists, and guidance counselors.

The averages for always-accountable schools and never-accountable schools were averages across schools in the sample states. The differences of the two averages may not equal the tabulated differences because of rounding. Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

See Appendix D for standard errors and results by state.

Classroom aides are another type of school staff who may support the instruction of students with disabilities. Relative to never-accountable schools, always-accountable schools at both the elementary and middle school levels had a lower number of classroom paraprofessionals (differences of 3.9 and 1.6, respectively) and a lower number of one-on-one paraprofessionals (differences of 0.8 and 0.6, respectively) per 100 students with disabilities (Exhibit 4-3).

Summary

This chapter examined how school characteristics and staffing differed between schools that were always accountable for the SWD subgroup and schools that were never accountable for the SWD subgroup between 2005–06 and 2007–08.

- For both elementary and middle schools, always-accountable schools had a larger enrollment and a higher percentage of students identified with a disability than had never-accountable schools.
- Compared with never-accountable schools, always-accountable schools had a lower percentage of students who were non-White or Hispanic at the elementary school level and a higher percentage of students eligible for free or reduced-price lunch at the middle school level.
- Always-accountable elementary schools were more likely to be in suburban, town, or rural settings than were never-accountable elementary schools. Always-accountable middle schools were more likely to be in urban locations than were never-accountable middle schools.
- At both school levels, always-accountable schools were more likely to have students attending a central district program for students with disabilities and more likely to house such a program than were never-accountable schools.
- Compared with never-accountable schools, always-accountable schools had more special education teachers, but fewer other staff (i.e., regular education teachers, related service providers, classroom paraprofessionals, and one-on-one paraprofessionals), per 100 students with disabilities.

Chapter 5: School Programs and Student Support Strategies in SWD-Accountable and Non-SWD-Accountable Schools

In this chapter, we present findings to address the research question, *How do school programs and student support strategies differ between SWD-accountable and non-SWD-accountable schools?*

To improve SWD subgroup outcomes and meet AYP performance targets, SWD-accountable schools may seek to strengthen teaching and learning for all students including students with disabilities, or they may take a more targeted approach and implement practices specifically designed for students with disabilities. As suggested by the logic model, being explicitly held accountable for the SWD subgroup over a period of time (as well as being held accountable for other student subgroups) might prompt schools, more so for SWD-accountable schools than for non-SWD-accountable schools, to adopt new instructional programs or curricula, a whole-school comprehensive reform program, or direct interventions and supports for students with particular needs. The focus of the findings presented in this chapter is on school programs and student support strategies that generally apply to all students, not just students with disabilities, within a school.

School Programs

Compared with never-accountable elementary schools, always-accountable elementary schools were more likely to adopt new instructional programs.

Being explicitly held accountable for the SWD subgroups and possibly other student subgroups, SWD-accountable schools might be expected to improve the outcomes of students with disabilities by implementing school-wide changes, such as new curricula or whole-school comprehensive reform. Using data from the special education designee survey, we examined the adoption of such school-wide programs in both always-accountable schools and never-accountable schools. Because these efforts may be rolled out over an extended period of time, we asked designees whether these strategies were implemented over a five-year period (from 2005–06 to 2010–11).

At both the elementary and middle school levels, the majority of always-accountable and never-accountable schools in the survey sample adopted new instructional programs or curricula in reading/English language arts (ELA) and in mathematics over the five-year time period (Exhibit 5-1). Less than half of the schools implemented reading across the curriculum or a comprehensive school reform program.

Consistent with our hypothesis, always-accountable elementary schools were more likely to adopt new reading/ELA and mathematics programs or curricula than were never-accountable elementary schools (differences of 13.2 and 13.1 percentage points, respectively). Always-accountable schools were also more likely than never-accountable schools to implement reading across the curriculum at both school levels (differences of 11.0 and 13.3 percentage points, respectively). There were no significant differences between the two types of school in the adoption of new reading/ELA or mathematics instructional programs at the middle school level, or in the adoption of a comprehensive school reform program, at either the elementary or the middle school level.

Exhibit 5-1. Percentage of Elementary and Middle Schools That Implemented Specified School Programs Between 2005–06 and 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

Measure	Always-SWD-Accountable Schools		Never-SWD-Accountable Schools		Difference (percent)	<i>p</i> value
	Sample size	Percent	Sample size	Percent		
Elementary Schools (7 states)						
Adoption of new instructional programs or curricula in reading/ELA	892	69.8	1,308	56.6	13.2*	0.000
Adoption of new instructional programs or curricula in mathematics	892	76.7	1,308	63.6	13.1*	0.000
Adoption of reading across the curriculum	892	37.6	1,308	26.5	11.0*	0.000
Adoption of a whole-school comprehensive reform program	892	9.5	1,308	9.7	-0.2	0.917
Middle Schools (5 states)						
Adoption of new instructional programs or curricula in reading/ELA	514	62.3	358	59.4	2.9	0.396
Adoption of new instructional programs or curricula in mathematics	514	57.6	358	56.3	1.3	0.697
Adoption of reading across the curriculum	514	46.7	358	33.3	13.3*	0.000
Adoption of a whole-school comprehensive reform program	514	12.1	358	12.9	-0.8	0.715

EXHIBIT READS: On average, 69.8 percent of 892 always-accountable elementary schools in 7 states adopted new instructional programs or curricula in reading/ELA, compared with 56.6 percent of 1,308 never-accountable elementary schools in those states. The difference between the two groups of schools was 13.2 percentage points, which was statistically significant ($p < .01$).

SOURCE: 2010–11 Special Education Designee Survey; U.S. Department of Education ED Facts data, 2005–06 through 2007–08; 2009–10 Common Core of Data.

NOTES: The averages for always-accountable schools and never-accountable schools were averages across schools in the sample states. The differences of the two averages may not equal the tabulated differences because of rounding. Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

See Appendix E for standard errors and results by state.

Student Support Strategies

SWD-accountable schools were more likely to use, to some extent or to a great extent, student interventions—tiered instruction and instructional and assistive technology at the elementary level and behavior interventions at both school levels—than were never-accountable schools.

Schools might also respond to being held accountable for the SWD subgroup by implementing strategies that provide direct support to students, including those with disabilities. Using data from the special education designee survey, we examined four strategies to provide such student support:

tiered instruction, Positive Behavioral Interventions and Supports (PBIS),¹⁹ test preparation instruction, and instructional and assistive technology. For each of these strategies, we asked the respondent whether the school implemented the strategy in 2010–11 and, if so, to what extent (i.e., to a limited extent, to some extent, or to a great extent).²⁰

The majority of always-accountable and never-accountable elementary and middle schools implemented all four strategies (Exhibit 5-2). The survey results provided some evidence that SWD-accountable schools were more likely to implement student supports than were non-SWD-accountable schools. Always-accountable elementary schools were more likely to use a tiered instructional intervention system targeting at-risk students to some extent or to a great extent than were never-accountable elementary schools (a difference of 11.8 percentage points). Always-accountable elementary schools were also more likely than never-accountable elementary schools to implement PBIS to some extent or to a great extent (a difference of 5.3 percentage points) and to provide instructional and assistive technology (a difference of 10.3 percentage points). Among other factors, one possible explanation for these differences is the fact that always-accountable elementary schools were less likely to make AYP and more likely to be identified for school improvement in 2009–10 than were never-accountable elementary schools (see Chapter 3). As a result, always-accountable elementary schools might have been more likely to implement systematic ways to identify and support struggling students in an effort to improve outcomes. There was no significant difference between always-accountable and never-accountable elementary schools in the use of test preparation instruction.

At the middle school level, always-accountable schools were more likely than never-accountable schools to implement PBIS to some extent or to a great extent (a difference of 10.5 percentage points). This may be associated with the fact that always-accountable middle schools were much larger than their never-accountable counterparts (a difference of 324 students, Exhibit 4-1). Given their larger student populations, always-accountable middle schools might have a greater need to implement approaches to improve students' behavior outcomes. Other factors may also have contributed to the difference in the use of PBIS between the two sets of schools. There were no statistically significant differences between always- and never-accountable middle schools in the implementation of a tiered instructional intervention system, in the use of test preparation instruction, or in the provision of instructional or assistive technology.

¹⁹ PBIS is “a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students” (<http://www.pbis.org>).

²⁰ The respondent was asked about the targeted students (i.e., *all students, including students with disabilities; certain subgroups, including students with disabilities; or students with disabilities only*) for each strategy in an earlier survey question. The survey then asked about the extent to which the strategy was used with the targeted students and presented the following three response options: *limited extent*: some teachers/subjects or infrequent/informal use; *some extent*: several teachers/subjects or frequent use; *great extent*: all teachers/subjects or consistently regular use.

Exhibit 5-2. Percentage of Elementary and Middle Schools That Used Specified Student Support Strategies, to Some Extent or to a Great Extent in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

Measure	Always-SWD-Accountable Schools		Never-SWD-Accountable Schools		Difference (percent)	p value
	Sample size	Percent	Sample size	Percent		
Elementary Schools (7 states)						
Tiered instructional intervention system targeting students at risk	881	90.4	1,302	78.5	11.8*	0.000
Positive Behavioral Interventions and Supports system	882	63.0	1,302	57.7	5.3*	0.039
Test preparation instruction	879	78.0	1,300	77.5	0.5	0.828
Instructional and assistive technology	874	79.3	1,295	69.0	10.3*	0.000
Middle Schools (5 states)						
Tiered instructional intervention system targeting students at risk	510	73.1	355	67.1	6.0	0.059
Positive Behavioral Interventions and Supports system	511	65.4	355	54.9	10.5*	0.002
Test preparation instruction	510	73.5	351	70.1	3.4	0.276
Instructional and assistive technology	508	70.7	353	68.2	2.4	0.452

EXHIBIT READS: On average, 90.4 percent of 881 always-accountable elementary schools in 7 states implemented a tiered instructional intervention system targeting students at risk to some or to a great extent, compared with 78.5 percent of 1,302 never-accountable elementary schools in those states. The difference between the two groups of schools was 11.8 percentage points, which was statistically significant ($p < .01$).

SOURCE: 2010–11 Special Education Designee Survey; U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08; 2009–10 Common Core of Data.

NOTES: The averages for always-accountable schools and never-accountable schools were averages across schools in the sample states. The differences of the two averages may not equal the tabulated differences because of rounding. Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

See Appendix E for standard errors and results by state.

Summary

This chapter examined how school programs and student support strategies differed between schools that were always SWD-accountable and schools that were never SWD-accountable between 2005–06 and 2007–08.

- Compared with never-accountable elementary schools, always-accountable elementary schools were more likely to adopt new reading/ELA or mathematics instructional programs. Always-accountable schools were more likely to adopt reading across the curriculum than were never-accountable schools at both school levels.
- Always-accountable elementary schools were more likely to use, to some extent or to a great extent, a tiered instructional intervention system, PBIS, and instructional or assistive

technology, relative to never-accountable elementary schools. At the middle school level, always-accountable schools were more likely than never-accountable schools to implement PBIS to some extent or to a great extent.

Chapter 6: Instructional Time, Structure, and Settings in SWD-Accountable and Non-SWD-Accountable Schools

In this chapter, we present findings to address the research question, *How do instructional time and settings differ between SWD-accountable and non-SWD-accountable schools?*

Schools might respond to being held accountable for SWD performance by increasing the amount of instructional time for all students and targeting students with disabilities in particular for extended instructional opportunities. Drawing on data from both the principal survey and the special education designee survey, we examine the amount of instructional time in mathematics and reading, as well as the structure of instructional time (such as the use of block scheduling) in both always-accountable and never-accountable schools.

With respect to instructional settings (such as self-contained or regular education classrooms), always-accountable schools might focus more than never-accountable schools do on educating students with disabilities in regular education settings to provide students with disabilities with more access to the general education curriculum in order to help them, as a subgroup, meet state academic proficiency standards. To explore this hypothesis, we examined the percentages of students with disabilities educated in various settings for mathematics and reading instruction in both types of school.

Instructional Time and Structure

Compared with never-accountable schools, always-accountable schools were more likely to offer a greater amount of mathematics instruction for middle school grades 6–8 and less likely to offer a greater amount of reading instruction for elementary school grades 1–2 or 3–5.

Accountability for student subgroups might be expected to result in schools increasing the amount of time devoted to instruction in an effort to improve student outcomes. The survey data provided some support for this expectation for mathematics, but not reading. Because there might be differences in instructional time by grade and subject, the survey asked about the hours per day of instruction for different grade spans (grades 1–2, 3–4, and 6–8) for mathematics and reading separately. As Exhibit 6-1 shows, the percentage of schools that provided two or three hours per day (versus one hour) of mathematics instruction for grades 6–8 was significantly higher for always-accountable middle schools than for never-accountable middle schools (a difference of 7.2 percentage points).²¹ For reading, however, the percentage of schools providing three hours per day (versus one or two hours) of instruction in grades 1–2 and grades 3–5 was significantly lower for always-accountable elementary schools than for never-accountable elementary schools (differences of 9.3 percentage points for grades 1–2 and 5.3 percentage points for grades 3–5). There were no significant differences by SWD-accountability status in the percentages of schools providing two or

²¹ For each grade span and subject, we divided the schools into two groups (based on the number of instructional hours reported) in such a way that the number of schools in the two groups was as similar as possible. Therefore, the specific measure of instructional time analyzed differed for different grade spans and subjects. We excluded responses of four or more hours per day for each subject (less than 0.05 percent of the respondents).

three hours per day (versus one hour) of instruction for elementary school grades 1–2 or 3–5 in mathematics or middle school grades 6–8 in reading.

Exhibit 6-1. Percentage of Elementary and Middle Schools by the Amount of Instructional Time Students Received in Mathematics and Reading in 2010–11, by Grade and SWD-Accountability Status Between 2005–06 and 2007–08

Measure	Always-SWD-Accountable Schools		Never-SWD-Accountable Schools		Difference (percent)	p value
	Sample size	Percent	Sample size	Percent		
Mathematics – % of schools with 2 or 3 hours per day of instructional time (versus 1 hour)						
Grades 1–2 in elementary schools (7 states)	898	24.5	1,355	27.0	-2.5	0.254
Grades 3–5 in elementary schools (7 states)	953	32.2	1,365	33.2	-1.0	0.691
Grades 6–8 in middle schools (5 states)	541	27.9	376	20.7	7.2*	0.011
Reading – % of schools with 3 hours per day of instructional time (versus 1 or 2 hours)						
Grades 1–2 in elementary schools (7 states)	890	20.9	1,331	30.2	-9.3*	0.000
Grades 3–5 in elementary schools (7 states)	945	17.8	1,345	23.1	-5.3*	0.015
Reading – % of schools with 2 or 3 hours per day of instructional time (versus 1 hour)						
Grades 6–8 in middle schools (5 states)	534	46.3	372	48.6	-2.3	0.494

EXHIBIT READS: On average, 24.5 percent of 898 always-accountable elementary schools in 7 states had 2 or 3 hours per day (versus 1 hour) of mathematics instructional time for grades 1–2, compared with 27.0 percent of 1,355 never-accountable elementary schools in those states. The difference between the two groups of schools was 2.5 percentage points, which was not statistically significant ($p > .05$).

SOURCE: 2010–11 Principal Survey; U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08; 2009–10 Common Core of Data.

NOTES: The averages for always-accountable schools and never-accountable schools were averages across schools in the sample states. The differences of the two averages may not equal the tabulated differences because of rounding. Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

See Appendix F for standard errors and results by state.

Compared with never-accountable schools, always-accountable schools were more likely to offer extended instructional time and block scheduling at the elementary school level but less likely to offer block scheduling at the middle school level.

As schools undertake efforts to improve student outcomes, they may structure their instructional time in different ways depending on their focus for improvement, guided in part by their SWD-accountability status. In the survey, special education designees were asked about the implementation of three instructional, time-related strategies that would generally apply to all students: extended instructional time, block scheduling, and double dosing. To improve student outcomes, schools might offer additional instructional time beyond the school day (i.e., extended time) to struggling students through after-school or Saturday programs. Schools also might expand the time spent on a given subject within the regular school day by using block scheduling (i.e.,

fewer classes for longer periods of time) or engage in double dosing (i.e., doubling the amount of time spent on a subject).

Based on the survey, extended instructional time was a commonly used strategy, adopted by at least three-quarters of both always-accountable and never-accountable schools in the survey sample (Exhibit 6-2). At the elementary school level (but not the middle school level), always-accountable schools were more likely to implement extended instructional time than were never-accountable schools (a difference of 11.2 percentage points). Compared with never-accountable schools, always-accountable schools were also more likely to adopt block scheduling at the elementary school level (a difference of 4.8 percentage points) but less likely to adopt the practice at the middle school level (a difference of 9.3 percentage points). There were no significant differences in double dosing in ELA/mathematics between the two types of school at either the elementary or the middle school level.

Exhibit 6-2. Percentage of Elementary and Middle Schools That Used Specified Instructional Time Strategies in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

Measure	Always-SWD-Accountable Schools		Never-SWD-Accountable Schools		Difference (percent)	p value
	Sample size	Percent	Sample size	Percent		
Elementary Schools (7 states)						
Extended instructional time	892	86.2	1,308	75.0	11.2*	0.000
Block scheduling	892	30.9	1,308	26.2	4.8*	0.041
Double dosing in ELA/mathematics	892	37.9	1,308	38.3	-0.4	0.884
Middle Schools (5 states)						
Extended instructional time	514	83.3	358	80.7	2.6	0.331
Block scheduling	514	35.2	358	44.4	-9.3*	0.006
Double dosing in ELA/mathematics	514	57.4	358	61.8	-4.4	0.191

EXHIBIT READS: On average, 86.2 percent of 892 always-accountable elementary schools in 7 states implemented extended instructional time, compared with 75.0 percent of 1,308 never-accountable elementary schools in those states. The difference between the two groups of schools was 11.2 percentage points, which was statistically significant ($p < .001$).

SOURCE: 2010–11 Special Education Designee Survey; U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08; 2009–10 Common Core of Data.

NOTES: The averages for always-accountable schools and never-accountable schools were averages across schools in the sample states. The differences of the two averages may not equal the tabulated differences because of rounding. Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

See Appendix F for standard errors and results by state.

There were no significant differences between always-accountable and never-accountable schools in the percentage of students with disabilities receiving extended instructional time.

We also examined the percentage of students with disabilities receiving extended instructional time. Because always-accountable schools were explicitly accountable for the outcomes of this student subgroup, they might be expected to provide extended instructional opportunities (e.g., after-school tutoring) to a larger percentage of students with disabilities than were provided by never-

accountable schools. Across subjects and school levels, the percentages of students with disabilities receiving extended instructional time ranged from 14.4 percent to 17.7 percent for always-accountable schools, and from 12.4 percent to 17.2 percent for never-accountable schools (Exhibit 6-3). There were no statistically significant differences between always- and never-accountable schools in either subject or school level.

Exhibit 6-3. Average Percentage of Students With Disabilities in Elementary and Middle Schools Receiving Extended Instructional Time in Mathematics and Reading in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

Measure	Always-SWD-Accountable Schools		Never-SWD-Accountable Schools		Difference (percent)	p value
	Sample size	Percent	Sample size	Percent		
Elementary Schools (7 states)						
Mathematics	727	15.6	1,147	15.6	0.0	0.968
Reading	727	17.7	1,147	17.2	0.4	0.709
Middle Schools (5 states)						
Mathematics	427	16.7	283	13.6	3.0	0.053
Reading	426	14.4	282	12.4	2.0	0.177

EXHIBIT READS: On average, 15.6 percent of students with disabilities in 727 always-accountable elementary schools in 7 states received extended instructional time in mathematics, compared with 15.6 percent of students with disabilities in 1,147 never-accountable elementary schools in those states. There was no difference between the two groups of schools ($p>.05$).

SOURCE: 2010–11 Special Education Designee Survey; U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08; 2009–10 Common Core of Data.

NOTES: The averages for always-accountable schools and never-accountable schools were averages across schools in the sample states. The differences of the two averages may not equal the tabulated differences because of rounding.

See Appendix F for standard errors and results by state.

Instructional Settings

Under the Individuals with Disabilities Education Act (IDEA), school districts are required to provide a continuum of alternative educational placements to meet the needs of students with disabilities. At the school level, this could be instruction in the regular education classroom, resource room (where students with disabilities may be pulled out of the regular education classroom for supplemental instruction), or self-contained classroom (in which students with disabilities may spend most of their school day). An overarching provision in the IDEA is the least restrictive environment (LRE) principle, which specifies that students with disabilities be educated, to the maximum extent appropriate, with children who are non-disabled.

Always-accountable schools were more likely than never-accountable schools to deliberately move students with disabilities from self-contained settings to regular education classrooms.

Being accountable for SWD subgroup performance may contribute to differences in instructional settings. In efforts to improve access to the general education curriculum and SWD subgroup outcomes, SWD-accountable schools may put greater emphasis on placing students with disabilities in regular education classrooms. Consistent with this hypothesis, the survey data show that while

the majority of always-accountable and never-accountable schools engaged in deliberate efforts to transfer students with disabilities from self-contained classrooms to regular education classrooms between 2005–06 and 2010–11, such efforts were more common among always-accountable schools, with differences of 15.8 and 16.7 percentage points for elementary and middle schools, respectively (Exhibit 6-4).

Exhibit 6-4. Percentage of Elementary and Middle Schools That Deliberately Moved Students With Disabilities From Self-Contained Classrooms to Regular Education Classrooms Between 2005–06 and 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

Measure	Always-SWD-Accountable Schools		Never-SWD-Accountable Schools		Difference (percent)	p value
	Sample size	Percent	Sample size	Percent		
Elementary Schools (7 states)	892	73.7	1,308	57.8	15.8*	0.000
Middle Schools (5 states)	514	80.4	358	63.7	16.7*	0.000

EXHIBIT READS: On average, 73.7 percent of 892 always-accountable elementary schools in 7 states deliberately moved students with disabilities from self-contained classrooms to regular education classrooms between 2005–06 and 2010–11, compared with 57.8 percent of 1,308 never-accountable elementary schools in those states. The difference between the two groups of schools was 15.8 percentage points, which was statistically significant ($p < .001$).

SOURCE: 2010–11 Special Education Designee Survey; U.S. Department of Education EDEdFacts data, 2005–06 through 2007–08; 2009–10 Common Core of Data.

NOTES: The averages for always-accountable schools and never-accountable schools were averages across schools in the sample states. The differences of the two averages may not equal the tabulated differences because of rounding. Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

See Appendix F for standard errors and results by state.

The remainder of this chapter looks at specific placement settings. In interpreting the results, the reader should keep in mind that always-accountable schools in the survey sample had a larger SWD population than had never-accountable schools; therefore, certain placement configurations might be more efficient and appropriate for meeting the needs of students with disabilities for always-accountable schools. Always-accountable schools, for instance, might be more likely than never-accountable schools to have separate settings for students with disabilities, given their larger enrollment.

Compared with never-accountable middle schools, always-accountable middle schools had a higher percentage of students with disabilities spending 80 percent or more of the school day in regular education.

Using the percentage time categories required by federal IDEA reporting, Exhibit 6-5 presents the percentages of students with disabilities spending less than 40 percent of the school day and the percentages of students with disabilities spending 80 percent or more of the school day in regular education (more and less restrictive placements, respectively).²² On average, more than half of students with disabilities in both always-accountable and never-accountable schools spent at least 80 percent of the school day in regular education. However, always-accountable middle schools had

²² The third percentage time category (40 percent to 79 percent of the school day in regular education) was excluded from this table to ease reader interpretation of the results.

a higher percentage of students with disabilities spending at least 80 percent of the school day in regular education, compared with never-accountable middle schools (a difference of 6.3 percentage points). This finding suggests that, at the middle school level, always-accountable schools were more likely to educate their students with disabilities in less restrictive settings than were never-accountable schools. Such a difference was not found at the elementary school level, and there were no statistically significant differences by SWD-accountability status in the percentage of students with disabilities spending less than 40 percent of the school day in regular education at either school level.

Exhibit 6-5. Percentage of Students With Disabilities in Elementary and Middle Schools by Time Spent in Regular Education Classrooms in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

Measure	Always-SWD-Accountable Schools		Never-SWD-Accountable Schools		Difference (percent)	p value
	Sample size	Percent	Sample size	Percent		
Elementary Schools (7 states)						
Less than 40% of the school day in regular education	524	22.5	905	19.7	2.9	0.110
80% or more of the school day in regular education	524	62.8	905	62.0	0.8	0.703
Middle Schools (5 states)						
Less than 40% of the school day in regular education	272	19.4	212	21.7	-2.3	0.288
80% or more of the school day in regular education	272	59.5	212	53.2	6.3*	0.030

EXHIBIT READS: On average, 22.5 percent of students with disabilities in 524 always-accountable elementary schools in 7 states spent less than 40 percent of the school day in regular education settings, compared with 19.7 percent of students with disabilities in 905 never-accountable elementary schools in those states. The difference between the two groups of schools was 2.9 percentage points, which was not statistically significant ($p > .05$).

SOURCE: 2010–11 Special Education Designee Survey; U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08; 2009–10 Common Core of Data.

NOTES: The averages for always-accountable schools and never-accountable schools were averages across schools in the sample states. The differences of the two averages may not equal the tabulated differences because of rounding. Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

See Appendix F for standard errors and results by state.

Although the percentage time categories are common metrics used for data collections conducted annually by the federal government, they are broad measures. For example, students with disabilities spending 80 percent or more of their school day in regular education could be supported in a variety of ways. To collect more detailed information, the special education designee survey asked about the percentages of students with disabilities who received mathematics and reading instruction in different types of classroom settings. Exhibits 6-6 and 6-7 show the results by subject for five types of settings: regular education with no support or minimal support, regular education with substantial support, co-taught settings, resource room, and self-contained classroom.²³

²³ “Other” was included as a sixth category in the survey, but it is excluded here to ease interpretation of the results.

Exhibit 6-6. Average Percentage of Students With Disabilities in Elementary and Middle Schools Receiving Mathematics Instruction in Different Types of Classroom Settings in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

Measure	Always-SWD-Accountable Schools		Never-SWD-Accountable Schools		Difference (percent)	p value
	Sample size	Percent	Sample size	Percent		
Elementary Schools (7 states)						
Regular education classroom, taught by regular education teacher with no or minimal support/accommodations	500	22.8	791	24.2	-1.4	0.482
Regular education classroom, taught by regular education teacher with substantial support/accommodations	500	23.2	791	24.7	-1.5	0.443
Regular education classroom, co-taught by regular education and special education teachers	500	22.4	791	12.5	9.9*	0.000
Resource room	500	16.7	791	24.5	-7.8*	0.000
Self-contained classroom	500	14.1	791	13.5	0.6	0.680
Middle Schools (5 states)						
Regular education classroom, taught by regular education teacher with no or minimal support/accommodations	316	15.7	213	24.4	-8.7*	0.000
Regular education classroom, taught by regular education teacher with substantial support/accommodations	316	16.7	213	22.2	-5.5*	0.014
Regular education classroom, co-taught by regular education and special education teachers	316	37.5	213	14.4	23.1*	0.000
Resource room	316	13.8	213	21.4	-7.6*	0.000
Self-contained classroom	316	15.7	213	15.6	0.1	0.958

EXHIBIT READS: On average, 22.8 percent of students with disabilities in 500 always-accountable elementary schools in 7 states received mathematics instruction in a regular classroom, taught by a regular education teacher with no or minimal support/accommodations, compared with 24.2 percent of students with disabilities in 791 never-accountable elementary schools in those states. The difference between the two groups of schools was 1.4 percentage points, which was not statistically significant ($p > .05$).

SOURCE: 2010–11 Special Education Designee Survey; U.S. Department of Education EDEdFacts data, 2005–06 through 2007–08; 2009–10 Common Core of Data.

NOTES: The averages for always-accountable schools and never-accountable schools were averages across schools in the sample states. The differences of the two averages may not equal the tabulated differences because of rounding. Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

See Appendix F for standard errors and results by state.

Exhibit 6-7. Average Percentage of Students With Disabilities in Elementary and Middle Schools Receiving Reading Instruction in Different Types of Classroom Settings in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

Measure	Always-SWD-Accountable Schools		Never-SWD-Accountable Schools		Difference (percent)	p value
	Sample size	Percent	Sample size	Percent		
Elementary Schools (7 states)						
Regular education classroom, taught by regular education teacher with no or minimal support/accommodations	502	20.6	787	21.6	-0.9	0.627
Regular education classroom, taught by regular education teacher with substantial support/accommodations	502	23.8	787	23.2	0.6	0.761
Regular education classroom, co-taught by regular education and special education teachers	502	21.9	787	12.6	9.3*	0.000
Resource room	502	18.5	787	27.4	-8.8*	0.000
Self-contained classroom	502	14.2	787	14.0	0.2	0.891
Middle Schools (5 states)						
Regular education classroom, taught by regular education teacher with no or minimal support/accommodations	311	15.4	214	20.6	-5.2*	0.013
Regular education classroom, taught by regular education teacher with substantial support/accommodations	311	16.7	214	22.8	-6.2*	0.006
Regular education classroom, co-taught by regular education and special education teachers	311	36.9	214	15.4	21.5*	0.000
Resource room	311	15.1	214	23.0	-7.9*	0.001
Self-contained classroom	311	15.2	214	16.6	-1.4	0.415

EXHIBIT READS: On average, 20.6 percent of students with disabilities in 502 always-accountable elementary schools in 7 states received reading instruction in a regular classroom, taught by a regular education teacher with no or minimal support/accommodations, compared with 21.6 percent of students with disabilities in 787 never-accountable elementary schools in those states. The difference between the two groups of schools was 0.9 percentage points, which was not statistically significant ($p > .05$).

SOURCE: 2010–11 Special Education Designee Survey; U.S. Department of Education EDEdFacts data, 2005–06 through 2007–08; 2009–10 Common Core of Data.

NOTES: The averages for always-accountable schools and never-accountable schools were averages across schools in the sample states. The differences of the two averages may not equal the tabulated differences because of rounding. Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

See Appendix F for standard errors and results by state.

At both the elementary and middle school levels, students with disabilities in always-accountable schools were more likely to be instructed in co-taught classrooms and less likely to be instructed in resource rooms than were students with disabilities in never-accountable schools.

As Exhibits 6-6 and 6-7 show, findings for both mathematics and reading suggest different instructional setting experiences for students with disabilities in SWD-accountable schools and students with disabilities in non-SWD-accountable schools. For both mathematics and reading, students with disabilities in always-accountable schools were more likely to be instructed in co-taught classrooms at both the elementary school level (differences of 9.9 and 9.3 percentage points, by subject, respectively) and the middle school level (differences of 23.1 and 21.5 percentage points, by subject, respectively), compared with students with disabilities in never-accountable schools. Students with disabilities in always-accountable schools were also less likely to be educated in resource rooms at both the elementary school level (differences of 7.8 and 8.8 percentage points for mathematics and reading, respectively) and the middle school level (differences of 7.6 and 7.9 percentage points, by subject, respectively), compared with students with disabilities in never-accountable schools.

In addition, students with disabilities in always-accountable middle schools were less likely to be taught in regular education classrooms by regular education teachers with no or minimal support/accommodations (differences of 8.7 and 5.2 percentage points for mathematics and reading, respectively) or by regular education teachers with substantial support/accommodations (differences of 5.5 and 6.2 percentage points, by subject, respectively), compared with students with disabilities in never-accountable middle schools. This is likely due to the proportion of students with disabilities instructed in co-taught settings. The two types of schools did not differ significantly for either subject in the average percentage of students with disabilities taught in self-contained classrooms at either the elementary or middle school level or in the average percentage of students with disabilities served in regular education classrooms taught by regular education teachers, with or without support/accommodations at the elementary school level.

These differences between always- and never-accountable schools in the placement of students with disabilities might be related to differences in the size and needs of the SWD population served by always- and never-accountable schools. It may be more efficient, for example, for always-accountable schools to offer co-taught settings because of their larger number of students with disabilities. Other factors may also have contributed to placement differences between the two sets of schools.

Summary

This chapter examined how instructional time, structure, and settings differed between schools that were always accountable for the SWD subgroup and schools that were never accountable for the subgroup between 2005–06 and 2007–08.

- Always-accountable schools might be expected to provide more instructional time as a strategy for improving outcomes for students with disabilities. However, there were mixed results for instructional time.
 - Compared with never-accountable schools, always-accountable schools were more likely to offer a greater amount of mathematics instruction for middle school grades 6–8 and less likely to offer a greater amount of reading instruction for elementary school grades 1–2 and 3–5.

- Compared with never-accountable schools, always-accountable schools were more likely to offer extended instructional time opportunities (e.g., after-school programs) and block scheduling at the elementary school level but less likely to offer block scheduling at the middle school level.
- There were no significant differences in the percentage of students with disabilities receiving extended instructional time between always- and never-accountable schools at either school level.
- To improve access to the general education curriculum and SWD outcomes, always-accountable schools may put greater emphasis on placing students with disabilities in regular education classrooms. The survey results provided support for this hypothesis.
 - At both the elementary and middle school levels, always-accountable schools were more likely than never-accountable schools to deliberately move students with disabilities from self-contained settings to regular education classrooms.
 - Compared with never-accountable middle schools, always-accountable middle schools had a higher percentage of students with disabilities spending 80 percent or more of the school day in regular education.
 - At both the elementary and middle school levels, students with disabilities in always-accountable schools were more likely to be instructed in co-taught regular education classrooms and less likely to receive instruction in resource rooms for both mathematics and reading, compared with students with disabilities in never-accountable schools.

Chapter 7: Teacher Collaboration and Professional Development in SWD-Accountable and Non-SWD-Accountable Schools

This chapter reviews findings for the fourth research question: *How do teacher collaboration and professional development differ between SWD-accountable and non-SWD-accountable schools?*

In addition to adopting school improvement programs and student support strategies, and making changes to instructional time and settings, schools also might respond to being held accountable for SWD performance by implementing strategies to improve teachers' capacity to provide instruction to students with disabilities. To accomplish this, schools might increase the degree of teacher collaboration to improve instructional practice and provide targeted professional development (PD) and coaching to regular education and special education teachers on topics related to students with disabilities.

Always-accountable schools were more likely to use team teaching to some extent or to a great extent than were non-SWD-accountable schools.

The special education designee survey asked about the extent to which the school engaged in three activities related to teacher collaboration: team teaching, the use of student achievement data to systematically inform instruction (which often involves teachers meeting to discuss the interpretation of data), and common planning time. At both school levels, always-accountable schools were more likely to use team teaching to some extent or to a great extent, with differences of 20.6 percentage points for elementary schools and 34.2 percentage points for middle schools. The greater use of team teaching in always-accountable schools may be due to size differences between always- and never-accountable schools, as it may be more efficient and practical for schools with larger numbers of students with disabilities to pair teachers together. Teachers in a majority of both always-accountable and never-accountable schools used student data to inform instruction and common planning time to some extent or to a great extent at both school levels (Exhibit 7-1). Always-accountable schools were more likely than never-accountable schools to use student achievement data to some or to a great extent at the elementary school level (a difference of 2.7 percentage points) and more likely to use common teacher planning time to some or to a great extent at the middle school level (a difference of 6.0 percentage points).

Exhibit 7-1. Percentage of Elementary and Middle Schools That Used Specified Teacher Collaboration Strategies in 2010–11, to Some Extent or to a Great Extent, by SWD-Accountability Status Between 2005–06 and 2007–08

Measure	Always-SWD-Accountable Schools		Never-SWD-Accountable Schools		Difference (percent)	p value
	Sample size	Percent	Sample size	Percent		
Elementary Schools (7 states)						
Team teaching model	889	49.7	1,308	29.1	20.6*	0.000
Use of student achievement data to inform instruction	888	95.3	1,308	92.5	2.7*	0.035
Common teacher planning time	888	77.1	1,308	80.3	-3.2	0.123
Middle Schools (5 states)						
Team teaching model	514	67.1	357	32.9	34.2*	0.000
Use of student achievement data to inform instruction	514	89.5	357	85.8	3.7	0.109
Common teacher planning time	514	80.2	357	74.1	6.0*	0.039

EXHIBIT READS: On average, 49.7 percent of 889 always-accountable elementary schools in 7 states used team teaching to some extent or to a great extent, compared with 29.1 percent of 1,308 never-accountable elementary schools in those states. The difference between the two groups of schools was 20.6 percentage points, which was statistically significant ($p < .001$).

SOURCE: 2010–11 Special Education Designee Survey; U.S. Department of Education EDEdFacts data, 2005–06 through 2007–08; 2009–10 Common Core of Data.

NOTES: The averages for always-accountable schools and never-accountable schools were averages across schools in the sample states. The differences of the two averages may not equal the tabulated differences because of rounding. Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

See Appendix G for standard errors and results by state.

Always-accountable schools provided teachers with more professional development opportunities than never-accountable schools provided.

We also examined the percentage of schools providing teachers with specified amounts of PD and coaching related to educating students with disabilities. Supporting the hypothesis that SWD-accountability may be associated with greater PD efforts related to students with disabilities, the survey results showed that in-service training opportunities were more evident in always-accountable schools than in never-accountable schools (Exhibit 7-2). For regular education teachers, always-accountable schools were more likely to provide, during the past 12 months, three or more days of PD (differences of 7.9 percentage points for elementary schools and 15.6 percentage points for middle schools) and monthly coaching or mentoring (differences of 11.5 percentage points for elementary schools and 17.0 percentage points for middle schools) related to educating students with disabilities than were never-accountable schools. For special education teachers, always-accountable schools at both the elementary and middle school levels were also more likely than never-accountable schools to provide, during the past 12 months, at least three days of PD related to instructing students with disabilities (differences of 5.2 and 9.1 percentage points, respectively) and to provide at least monthly coaching or mentoring on educating students with disabilities (differences of 10.1 and 12.6 percentage points, respectively). The greater amount of PD and coaching focusing on students with disabilities provided by always-accountable schools might be due to the larger number of students with disabilities in those schools, as well as the fact that these schools were explicitly accountable

for the performance of this subgroup and were less likely to make AYP, thereby making this student population a focus of concern.

Exhibit 7-2. Percentage of Elementary and Middle Schools by the Amount of Professional Development (PD) and Coaching Provided During the Past 12 Months, by SWD-Accountability Status Between 2005–06 and 2007–08

Measure	Always-SWD-Accountable Schools		Never-SWD-Accountable Schools		Difference (percent)	p value
	Sample size	Percent	Sample size	Percent		
Elementary Schools (7 states)						
3+ days of PD to regular education teachers for working with students with disabilities	967	37.9	1,393	29.9	7.9*	0.001
Monthly coaching or mentoring for regular education teachers to work with students with disabilities	967	56.3	1,392	44.8	11.5*	0.000
3+ days of PD to special education teachers for working with students with disabilities	884	40.7	1,299	35.6	5.2*	0.042
Monthly coaching or mentoring for special education teachers to work with students with disabilities	884	42.9	1,299	32.8	10.1*	0.000
Middle Schools (5 states)						
3+ days of PD to regular education teachers for working with students with disabilities	557	43.6	387	28.0	15.6*	0.000
Monthly coaching or mentoring for regular education teachers to work with students with disabilities	557	59.6	388	42.6	17.0*	0.000
3+ days of PD to special education teachers for working with students with disabilities	513	39.6	357	30.4	9.1*	0.005
Monthly coaching or mentoring for special education teachers to work with students with disabilities	513	46.0	355	33.4	12.6*	0.000

EXHIBIT READS: On average, 37.9 percent of 967 always-accountable elementary schools in 7 states offered, during the last 12 months, three or more days of PD to regular education teachers for working with students with disabilities, compared with 29.9 percent of 1,393 never-accountable elementary schools in those states. The difference between the two groups of schools was 7.9 percentage points, which was statistically significant ($p < .01$).

SOURCE: 2010–11 Principal and Special Education Designee Surveys; U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08; 2009–10 Common Core of Data.

NOTES: The averages for always-accountable schools and never-accountable schools were averages across schools in the sample states. The differences of the two averages may not equal the tabulated differences because of rounding. Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

See Appendix G for standard errors and results by state.

Summary

This chapter examined how teacher collaboration and professional development practices differed between schools that were always accountable for SWD subgroup performance and schools that were never accountable for the subgroup between 2005–06 and 2007–08.

- Always-accountable schools at both school levels were more likely to use team teaching to some extent or to a great extent than were non-SWD-accountable schools. Always-accountable schools were more likely than non-SWD-accountable schools to use, to some extent or a great extent, student data to inform instruction at the elementary level and common teacher planning time at the middle school level.
- There was evidence that always-accountable schools provided more PD opportunities than did never-accountable schools. At both the elementary and middle school levels, always-accountable schools were more likely than never-accountable schools to provide regular education and special education teachers with three or more days of PD during the past 12 months and at least monthly coaching related to instructing students with disabilities.

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Appendix A: Principal and Special Education Designee Surveys

School Improvement Status and Outcomes for Students with Disabilities Study

Principal Survey

Prepared by:

American Institutes for Research

Prepared for:

U.S. Department of Education

Contract No. ED-04-CO-0025/0013

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According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0879. The time required to complete this information collection is estimated to average 15 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is voluntary. Confidentiality is ensured (P.L. 107-279, Title I, Part E, Sec.183) and the security of the data collected is compliant with the Privacy Act of 1974 as amended (5 U.S.C. 552a). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1850-0879. Note: Please do **not** return the completed survey to this address.

Dear Principal:

Thank you for participating in a survey for the School Improvement Status and Outcomes for Students with Disabilities Study. This study will examine the inclusion of students with disabilities in school accountability systems, school practices that may affect the outcomes of students with disabilities, and achievement trends of these students over time.

Your participation is important and appreciated, but you do have the right not to participate in the study or withdraw from the study at any time. You may also skip any question that you do not wish to answer. You will face no penalty or loss of benefits to which you are entitled if you refuse to participate in this study. Below are answers to some general questions concerning your participation.

What is the purpose of this survey?

The purpose of the survey is to provide policy-relevant information about the education of students with disabilities by examining school practices that may affect the education outcomes of these students.

Who is conducting this survey?

This study was commissioned by the Department of Education's Institute of Education Sciences, and is administered by the American Institutes for Research (AIR) and NORC at the University of Chicago.

Why should you participate in this survey?

By responding to this survey, you can help policy makers, educators and researchers to better understand how schools are working to improve outcomes for students with disabilities.

Will your responses be kept confidential?

Your responses are protected from disclosure by federal statute (P.L. 107-279, Title I, Part E, Sec.183). Responses to data collection are voluntary and will be used only for broadly descriptive and statistical purposes. The reports prepared for the study will summarize findings across the sample and will not associate responses with a specific school or individual. In no instances will data that relate to or describe identifiable characteristics of individuals or individual schools be disclosed or used in identifiable form, except as required by law.

How will your information be reported?

The information you provide will be combined with the information provided by others in statistical reports. No individual data that link your name, address, or telephone number with your responses will be included in the statistical reports.

For more information about this study you can contact the research team at SWD@norc.org or call the study's toll-free number at 1-800-609-2911.

Thank you for your cooperation in this very important effort!

INSTRUCTIONS SCREEN

This survey will take no more than 15 minutes to complete and comprises 13 questions:

Section	Questions
Part A: Background	Questions 1 – 5
Part B: School Improvement Strategies	Question 6
Part C: Professional Development	Questions 7 and 8
Part D: Instructional Time	Questions 9 and 10
Part E: Staff	Questions 11 – 13

Move **forward** or **backward** one question at a time by clicking on the **Next** or **Previous** buttons at the bottom of every screen. (DO NOT use your browser's Back or Forward buttons.)

If you need to exit the survey prior to completion, please click on the "**Save & Exit**" button at the bottom of any screen. All responses that you have already provided will be securely stored, and you can resume the survey at your convenience.

If you exit the survey **without** clicking the "**Save & Exit**" button, you will need to wait ten minutes before you can re-enter the survey. Again, all responses that you provided to that point are saved.

If at any time you need to log back into the survey, you will need your PIN and Password.

CONFIRMATION SCREEN:

Thank you again for taking part in this very important study. In the event that we need to reach you, please confirm the following contact information we have for you:

[School Name]
 [Principal Name]
 [Mailing Address]
 [City, State, zip]
 [Telephone]
 [Email Address]

Is this information correct?

[Radio Buttons]

Yes

No → [IF NO, correct with appropriate information].

Part A. Background

1. What is your role?
Principal / assistant principal / head of school / dean / other administrator (specify) / teacher
2. For how many years have you worked at this school? (Please count 2010–11 as one year)
_____ Years
3. For how many years have you worked as a school principal/administrator/teacher? _____ Years
4. What is the total student enrollment in your school as of 2010–11?
_____ Students
5. Is your school accountable for the performance of the students with disabilities subgroup for the purpose of determining your school's adequate yearly progress (AYP) status for the 2010–11 school year? Yes / No / Don't know

Part B. School Improvement Strategies

6. Have any of the following school improvement strategies or interventions been implemented in your school over the past six years (2005–06 to 2010–11)?

Strategies/interventions	No	Yes	Don't know
a. Notifying parents of school improvement status	[check box]	[check box]	[check box]
b. Developing a joint school improvement plan with the state/district	[check box]	[check box]	[check box]
c. Offering students the opportunity to transfer to a non-identified school, with transportation provided	[check box]	[check box]	[check box]
d. Offering students supplemental educational services (e.g., tutoring) from a state-approved provider	[check box]	[check box]	[check box]
e. Implementing a new research-based curriculum or instructional program	[check box]	[check box]	[check box]
f. Extending the school day	[check box]	[check box]	[check box]
g. Extending the school year	[check box]	[check box]	[check box]
h. Significantly decreasing management authority at the school level	[check box]	[check box]	[check box]
i. Replacing the principal	[check box]	[check box]	[check box]
j. Restructuring the internal organization of the school	[check box]	[check box]	[check box]
k. Appointing an outside expert to advise the school	[check box]	[check box]	[check box]
l. Planning for restructuring to take place the following year	[check box]	[check box]	[check box]
m. Replacing all or most of the school staff (which may include the principal)	[check box]	[check box]	[check box]
n. Reopening the school as a public charter school	[check box]	[check box]	[check box]
o. Entering in a contract with a private entity to operate the school (e.g., private management company)	[check box]	[check box]	[check box]
p. Turning school operations over to the state (state takeover)	[check box]	[check box]	[check box]

Part C. Professional Development

7. Thinking about the **majority of regular education teachers** in your school, how much professional development (not including coaching or mentoring) did they receive from your school or district on the following topics during the past 12 months?

Topic	None	Less than 1 day (less than 6 hours)	1–2 days (6–17 hours)	3–4 days (18–29 hours)	5–10 days (30–60 hours)	More than 10 days (more than 60 hours)	Is this less than, the same as, or more than last year?
a. Implementing specific instructional approaches or curricula aimed at improving the achievement of <i>all students</i>	0	1	2	3	4	5	- Less - Same - More
b. Implementing specific instructional approaches or curricula aimed <i>specifically</i> at improving the achievement of <i>students with disabilities</i>	0	1	2	3	4	5	- Less - Same - More

8. Thinking about the **majority of regular education teachers** in your school, how frequently did they receive coaching or mentoring on the following topics during the past 12 months?

Topic	Never	Less than monthly	Monthly	Weekly	Daily	Is this less than, the same as, or more than last year?
a. Implementing specific instructional approaches or curricula aimed at improving the achievement of <i>all students</i>	0	1	2	3	4	- Less - Same - More
b. Implementing specific instructional approaches or curricula aimed <i>specifically</i> at improving the achievement of <i>students with disabilities</i>	0	1	2	3	4	- Less - Same - More

Part D. Instructional Time

9. For the current school year (2010–11), what is the average instructional time per day that students in your school spent on mathematics and English/language arts? Please round to the nearest hour.

	No students in these grades	Mathematics	English/language arts/reading	Is this less than, the same as, or more than last year?
a. Students in grades 1–2	[checkbox]	___ hours	___ hours	- Less - Same - More
b. Students in grades 3–5	[checkbox]	___ hours	___ hours	- Less - Same - More
c. Students in grades 6–8	[checkbox]	___ hours	___ hours	- Less - Same - More

10. For the current school year (2010–11), how many students in your school receive extended-day instruction (e.g., after-school or Saturday tutoring)?

- a. For reading: ____ Students
- b. For mathematics: ____ Students

Part E. Staff

11. For the current school year (2010–11), please indicate the total number of full-time equivalent (FTE) staff in each of the following positions (e.g., if there are two 0.5 FTE staff, this would be reported as 1 FTE). Please round to the nearest 2 decimal places.

Type of staff	Total # FTE	Is this less than, the same as, or more than last year?
a. Regular education classroom teachers	____#	Less / Same / More
b. Special education teachers (includes teachers of self-contained, inclusion, and resource classes)	____#	Less / Same / More
c. Administrative leadership	____#	Less / Same / More
d. Related service providers (e.g., speech therapists, physical therapists, occupational therapists, school psychologists, guidance counselors)	____#	Less / Same / More
e. Classroom paraprofessionals	____#	Less / Same / More
f. One-on-one paraprofessionals assigned to students with disabilities	____#	Less / Same / More
g. Literacy specialists/coaches	____#	Less / Same / More
h. Mathematics specialists/coaches	____#	Less / Same / More

12. For each of the following positions, please indicate how many of your staff members are **new to the position in 2010–11**, and of these, how many are new due to the **addition of a new position** or new because they are **replacing previous staff**. Please report the positions as full-time equivalents (FTE) (e.g., if there are two 0.5 FTE positions, this would be reported as 1 FTE). Please round to the nearest 2 decimal places.

Type of staff	Total # new FTE	# FTE: new position in school	# FTE: replacement for previous staff
a. Regular education classroom teachers	____#	____#	____#
b. Special education teachers (includes teachers of self-contained, inclusion, and resource classes)	____#	____#	____#
c. Administrative leadership	____#	____#	____#
d. Related service providers (e.g., speech therapists, physical therapists, occupational therapists, school psychologists, guidance counselors)	____#	____#	____#
e. Classroom paraprofessionals	____#	____#	____#
f. One-on-one paraprofessionals assigned to students with disabilities	____#	____#	____#
g. Literacy specialists/coaches	____#	____#	____#
h. Mathematics specialists/coaches	____#	____#	____#

13. Please indicate how many regular education teachers and special education teachers in your school hold full certification or provisional certification ***in their field of teaching in 2010–11***. Please report the numbers as full-time equivalents (FTE) (e.g., if there are two 0.5 FTE staff, this would be reported as 1 FTE). Please round to the nearest 2 decimal places.

Type of staff	# FTE: fully certified	# FTE: provisionally certified
a. Regular education classroom teachers	____#	____#
b. Special education teachers (includes teachers of self-contained, inclusion, and resource classes)	____#	____#

FINAL SCREEN:

Thank you again for your participation in this very important study!

Before you submit this survey, please nominate a Special Education designee at your school to complete an online survey, similar to the one you just completed. That survey would not take more than 30 minutes to complete.

The person you nominate should have knowledge of the following issues in relation to Special Education at your school:

- The composition of the students with disabilities population in your school
- The special education services provided to students with disabilities in your school
- School practices (including school improvement strategies, instructional practices, and teacher professional development) that may affect the education of students with disabilities in your school

Designee Name: [field]

Email Address: [field]

Designee Telephone Number (school or home, if known): [field]

Thank you for completing this survey!

School Improvement Status and Outcomes for Students with Disabilities Study

Special Education Designee Survey

Prepared by:

American Institutes for Research

Prepared for:

U.S. Department of Education

Contract No. ED-04-CO-0025/0013

Paperwork Burden Statement

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Dear Special Education Designee:

Thank you for participating in a survey for the School Improvement Status and Outcomes for Students with Disabilities Study. This study will examine the inclusion of students with disabilities in school accountability systems, school practices that may affect the outcomes of students with disabilities, and achievement trends of these students over time.

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What is the purpose of this survey?

The purpose of the survey is to provide policy-relevant information about the education of students with disabilities by examining school practices that may affect the education outcomes of these students.

Who is conducting this survey?

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Why should you participate in this survey?

By responding to this survey, you can help policy makers, educators and researchers to better understand how schools are working to improve outcomes for students with disabilities.

Will your responses be kept confidential?

Your responses are protected from disclosure by federal statute (P.L. 107-279, Title I, Part E, Sec.183). Responses to data collection are voluntary and will be used only for broadly descriptive and statistical purposes. The reports prepared for the study will summarize findings across the sample and will not associate responses with a specific school or individual. In no instances will data that relate to or describe identifiable characteristics of individuals or individual schools be disclosed or used in identifiable form, except as required by law.

How will your information be reported?

The information you provide will be combined with the information provided by others in statistical reports. No individual data that link your name, address, or telephone number with your responses will be included in the statistical reports.

For more information about this study you can contact the research team at SWD@norc.org or call the study's toll-free number at 1-800-609-2911.

Included in the letter you were sent is a gift code and instructions on how to redeem a \$20 gift certificate from Amazon.com. Please accept this as a token of our appreciation for taking the time to complete this survey.

INSTRUCTIONS SCREEN

This survey will take no more than 30 minutes to complete and comprises 18 questions:

Section	Questions
Part A: Background	Questions 1 and 2
Part B: School Improvement Strategies	Questions 3 through 8
Part C: Professional Development	Question 9
Part D: Special Education Population	Questions 10 through 14
Part E: Instructional Time	Questions 15 and 16
Part F: Assessment	Questions 17 and 18

You may need to review student records or special education data in order to answer some of the questions in Parts D, E, and F of this survey. Data include the number of special education students in your school by disability category and by educational placement, the number declassified from special education, the number receiving extended-day instruction, and the percentage taking certain types of state assessments (e.g., regular assessment with accommodations, alternative assessments).

You may find it more efficient to complete the survey if you have these data on hand before beginning the survey.

If you are unable to answer a particular question, we encourage you to continue with the rest of the survey.

Move **forward** or **backward** one question at a time by clicking on the **Next** or **Previous** buttons at the bottom of every screen. (DO NOT use your browser's Back or Forward buttons.)

If you need to exit the survey prior to completion, please click on the "**Save & Exit**" button at the bottom of any screen. All responses that you have already provided will be securely stored, and you can resume the survey at your convenience.

If you exit the survey **without** clicking the "**Save & Exit**" button, you will need to wait ten minutes before you can re-enter the survey. Again, all responses that you provided to that point are saved.

If at any time you need to log back into the survey, you will need your PIN and Password, which will be displayed on the screen after you click "**Save & Exit**."

CONFIRMATION SCREEN

Thank you again for taking part in this very important study. Please confirm that we have the correct information for you and your school:

[School Name]
 [Teacher Name]
 [Mailing Address]
 [City, State, zip]
 [School Telephone #]
 [Email Address]

Is this information correct?

[Radio Buttons]

Yes

No → [IF NO, correct with appropriate information].

Part A. Background

1. What is your current position?
 Special education teacher / Regular education teacher / Administrator (specify) / Other (specify)
2. For how many years have you worked at this school? (please count 2010–11 as one year)
 _____ Years

Part B. School Improvement Strategies

3.1. In the current school year (2010–11), is your school using the following strategies? *Please mark all that apply.*

Strategy	
a. Tiered instructional intervention system targeting students at risk (e.g., response to intervention, pre-referral program)	Yes/No
b. Positive Behavior Interventions and Supports (PBIS) system	Yes/No
c. Extended instructional time (e.g., before school, after school, on weekends, within the school day, during the summer, including supplemental educational services)	Yes/No
d. Block scheduling	Yes/No
e. Double dosing in ELA/mathematics	Yes/No
f. Ability grouping (i.e., providing instruction to different groups of students with varying achievement levels)	Yes/No
g. Test preparation instruction	Yes/No
h. Instructional and assistive technology	Yes/No

3.2. In the current school year (2010–11), you indicated that your school is using the following strategies:

Strategy	Which students are targeted?	Did your school start this in response to a change in your AYP or identification status?	To what extent is the strategy is being used with the targeted students?	Compared to three years ago (2007–08), is the extent to which this strategy is used <i>less, the same, or more?</i>
a. Tiered instructional intervention system targeting students at risk (e.g., response to intervention, pre-referral program)	All students, including students with disabilities Certain subgroups, including SWD SWD only	Yes No Don't know	To a limited extent: some teachers/subjects, or infrequent/informal use To some extent: several teachers/subjects, or frequent use To a great extent: all teachers/subjects, or consistently regular use	Less now than before About the same More now than before Don't know
b. Positive Behavior Interventions and Supports (PBIS) system	[same as above]	[same as above]	[same as above]	[same as above]
c. Extended instructional time (e.g., before school, after school, on weekends, within the school day, during the summer, including supplemental educational services)	[same as above]	[same as above]	[same as above]	[same as above]
d. Block scheduling	[same as above]	[same as above]	[same as above]	[same as above]
e. Double dosing in ELA/mathematics	[same as above]	[same as above]	[same as above]	[same as above]
f. Ability grouping (i.e., providing instruction to different groups of students with varying achievement levels)	[same as above]	[same as above]	[same as above]	[same as above]
g. Test preparation instruction	[same as above]	[same as above]	[same as above]	[same as above]
h. Instructional and assistive technology	[same as above]	[same as above]	[same as above]	[same as above]

4.1. In the current school year (2010–11), are teachers in your school engaged in the following activities? *Please mark all that apply.*

Strategy	Are teachers currently using this strategy?
a. Using student achievement data to systematically inform instruction	Yes/No
b. Team teaching model (e.g., a regular education and a special education teacher co-teaching a class)	Yes/No
c. Collaboration through common planning time	Yes/No

4.2. In the current school year (2010–11), you indicated that teachers in your school are currently using the following strategies:

Strategy	What teachers are included?	Did your school start using this in response to your AYP or identification status?	To what extent is the strategy being used? <i>To a limited extent:</i> some teachers/subjects, or infrequent/informal use <i>To some extent:</i> several teachers/subjects, or frequent use <i>To a great extent:</i> all teachers/subjects, or consistently regular use	Compared to three years ago (2007–08), is the extent to which this strategy is used <i>less, the same, or more?</i>
a. Using student achievement data to systematically inform instruction	All teachers, including special education teachers Regular education teachers only Special education teachers only	Yes No Don't know	To a limited extent: some teachers/subjects, or infrequent/informal use To some extent: several teachers/subjects, or frequent use To a great extent: all teachers/subjects, or consistently regular use	Less now than before About the same More now than before Don't know
b. Team teaching model (e.g., a regular education and a special education teacher co-teaching a class)	[same as above]	[same as above]	[same as above]	[same as above]
c. Collaboration through common planning time	[same as above]	[same as above]	[same as above]	[same as above]

5.1. Over the past six years (2005–06 to 2010–11), has your school adopted the following programs or strategies?

Strategy	Has your school adopted this program or strategy over the past six years (2005–06 to 2010–11)?
a. Adopted a whole-school comprehensive reform program (e.g., America's Choice, Success for All, Talent Development) Name of model: _____	- Yes - No - Don't know
b. Adopted new instructional programs or curricula in reading/language arts/English	[same as above]
c. Adopted new instructional programs or curricula in mathematics	[same as above]
d. Adopted reading across the curriculum	[same as above]
e. Engaged in deliberate efforts to move students with disabilities from self-contained to regular education classrooms	[same as above]

5.2. You indicated that your school adopted the following programs or strategies over the past six years (2005–06 to 2010–11).

Strategy	Did your school adopt this program or strategy in response to your AYP or identification status?	Is your school continuing to use this program or strategy in the current year (2010–11)?
a. Adopted a whole-school comprehensive reform program (<u>program name from Item a in Q5.1</u>)	- Yes - No - Don't know	- Yes - No
b. Adopted new instructional programs or curricula in reading/language arts/English	[same as above]	[same as above]
c. Adopted new instructional programs or curricula in mathematics	[same as above]	[same as above]
d. Adopted reading across the curriculum	[same as above]	[same as above]
e. Engaged in deliberate efforts to move students with disabilities from self-contained to regular education classrooms	[same as above]	[same as above]

6. Of the strategies that you selected in Questions 3–5, please identify up to three strategies that have been *most important* to your school’s efforts to improve the achievement of students with disabilities in your school.

Check box	Strategies that have been most important
<input type="checkbox"/>	Tiered instructional intervention system targeting students at risk (e.g., response to intervention, pre-referral program)
<input type="checkbox"/>	Positive Behavioral Interventions and Supports (PBIS) system
<input type="checkbox"/>	Extended instructional time (e.g., before school, after school, on weekends, within the school day, during the summer, including supplemental educational services)
<input type="checkbox"/>	Block scheduling
<input type="checkbox"/>	Double dosing in ELA/mathematics
<input type="checkbox"/>	Ability grouping (i.e., providing instruction to different groups of students with varying achievement levels)
<input type="checkbox"/>	Test preparation instruction
<input type="checkbox"/>	Instructional and assistive technology
<input type="checkbox"/>	Using student achievement data to systematically inform instruction
<input type="checkbox"/>	Team teaching model (e.g., a regular education and a special education teacher co-teaching a class)
<input type="checkbox"/>	Collaboration through common planning time
<input type="checkbox"/>	Adopted a whole-school comprehensive reform program (program name from Item a in Q5.1)
<input type="checkbox"/>	Adopted new instructional programs or curricula in reading/language arts/English
<input type="checkbox"/>	Adopted new instructional programs or curricula in mathematics
<input type="checkbox"/>	Adopted reading across the curriculum
<input type="checkbox"/>	Engaged in deliberate efforts to move students with disabilities from self-contained to regular education classrooms
<input type="checkbox"/>	Other 1 (briefly describe): _____
<input type="checkbox"/>	Other 2 (briefly describe): _____
<input type="checkbox"/>	Other 3 (briefly describe): _____

7. Of the strategies that you identified in Question 6, please select the most important strategy.

Check box	Strategy that has been most important
<input type="checkbox"/>	[Strategy 1 selected in Question 6]
<input type="checkbox"/>	[Strategy 2 selected in Question 6]
<input type="checkbox"/>	[Strategy 3 selected in Question 6]

8. How was this strategy implemented in your school (who implemented, how, when, etc.) and in what ways did it contribute to efforts to improve the achievement of students with disabilities in your school?

☐ Don't know.

Part C. Professional Development

9.1. Thinking about the **majority** of **special education teachers** in your school, how much professional development (not including coaching or mentoring) did they receive from your school or district on the following topics during the past 12 months?

Topic	None	Less than 1 day (less than 6 hours)	1–2 days (6–17 hours)	3–4 days (18–29 hours)	5–10 days (30–60 hours)	More than 10 days (more than 60 hours)	Is this less than, the same as, or more than last year?
a. Implementing specific instructional approaches or curricula aimed at improving the achievement of all students	0	1	2	3	4	5	- Less - Same - More
b. Implementing specific instructional approaches or curricula aimed specifically at improving the achievement of students with disabilities	0	1	2	3	4	5	- Less - Same - More

9.2. Thinking about the **majority** of **special education teachers** in your school, how frequently did they receive coaching on the following topics during the past 12 months?

Topic	None	Monthly	Weekly	Daily	Is this less than, the same as, or more than last year?
a. Coaching or mentoring in implementing specific instructional approaches or curricula aimed at improving the achievement of all students	0	1	2	3	- Less - Same - More
b. Coaching or mentoring in implementing specific instructional approaches or curricula aimed specifically at improving the achievement of students with disabilities	0	1	2	3	- Less - Same - More

Part D. Special Education Population

10.1. How many students in your school are receiving special education services under IDEA during the 2010–11 school year? Please exclude pre-kindergarten students.

_____ Students

10.2. Of these special education students, how many are in the grades tested for the purpose of determining your school's adequate yearly progress (AYP) status in the 2010–11 school year?

_____ Students

11.1. Does your district have a district-wide program(s) that provides specialized instruction in a central location, such as another school, to students with disabilities? Yes / No

If **Yes**, please respond to the following questions:

11.2. What types of disabilities does this district program(s) serve?

Check box	Disability category
<input type="checkbox"/>	Specific learning disabilities
<input type="checkbox"/>	Speech or language impairments
<input type="checkbox"/>	Mental retardation
<input type="checkbox"/>	Emotional disturbance
<input type="checkbox"/>	Multiple disabilities
<input type="checkbox"/>	Hearing impairments
<input type="checkbox"/>	Other health impairments
<input type="checkbox"/>	Orthopedic impairments
<input type="checkbox"/>	Visual impairments
<input type="checkbox"/>	Autism
<input type="checkbox"/>	Deaf-blindness
<input type="checkbox"/>	Traumatic brain injury
<input type="checkbox"/>	Developmental delay

11.3. Do any students with disabilities who would otherwise attend your school attend one of these district programs? Yes / No

11.4. Do the test scores of students attending this district program(s) count toward your school's AYP? Yes / No / Don't know

11.5. Does your school house any of these programs? Yes / No
If yes→

11.6. Do the test scores of students with disabilities attending this program count toward your school's AYP? Yes / No / Don't know

12. How many students at this school were *declassified* from special education during the current school year (2010–11)?

_____ Students

13. In the current school year (2010–11), how many students with disabilities in this school are *repeating the same grade* that they were in last year?

_____ Students

- 14.1. Using the chart below, please indicate how many students in your school are currently receiving special education services under IDEA for the 2010–11 school year, for each of the 13 federal disability categories, and for each of the educational placement categories. If you cannot provide counts by disability category for the first three columns below, please provide a total count in the total column. Please exclude pre-kindergarten students.

Disability category	Number of special education students spending:			Total number of special ed students served in your school
	Less than 40% time/week in a regular ed classroom	40%–79% time/week in a regular ed classroom	80% or more time/week in a regular ed classroom	
a. Specific learning disabilities	____#	____#	____#	____#
b. Speech or language impairments	____#	____#	____#	____#
c. Mental retardation	____#	____#	____#	____#
d. Emotional disturbance	____#	____#	____#	____#
e. Multiple disabilities	____#	____#	____#	____#
f. Hearing impairments	____#	____#	____#	____#
g. Other health impairments	____#	____#	____#	____#
h. Orthopedic impairments	____#	____#	____#	____#
i. Visual impairments	____#	____#	____#	____#
j. Autism	____#	____#	____#	____#
k. Deaf-blindness	____#	____#	____#	____#
l. Traumatic brain injury	____#	____#	____#	____#
m. Developmental delay	____#	____#	____#	____#

- 14.2. Using the chart below, please indicate how many special education students who would otherwise attend your school are served separately in a district-wide program or in programs outside the district, by disability category, in the 2010–11 school year. Please exclude pre-kindergarten students.

If you cannot provide counts by disability category, please provide the total count for each column in the bottom row.

Disability category	Total number of special ed students served in your school	Number of special ed students (who would otherwise attend your school) served in central district-wide program(s)	Number of special ed students (who would otherwise attend your school) served outside the district
a. Specific learning disabilities	____#	____#	____#
b. Speech or language impairments	____#	____#	____#
c. Mental retardation	____#	____#	____#
d. Emotional disturbance	____#	____#	____#
e. Multiple disabilities	____#	____#	____#
f. Hearing impairments	____#	____#	____#
g. Other health impairments	____#	____#	____#
h. Orthopedic impairments	____#	____#	____#
i. Visual impairments	____#	____#	____#
j. Autism	____#	____#	____#
k. Deaf-blindness	____#	____#	____#
l. Traumatic brain injury	____#	____#	____#
m. Developmental delay	____#	____#	____#
n. Total	____#	____#	____#

Part E. Instructional Time

15. For the current school year (2010–11), what percentage of students with disabilities receive the majority of their instruction in mathematics and English/language arts in the following types of settings?

Type of setting	Mathematics	English/language arts/reading	<i>Is this less than, the same as, or more than last year?</i>
a. Regular education classroom taught by regular education teacher with no or minimal support/accommodations	_____%	_____%	- Less - Same - More
b. Regular education classroom taught by regular education teacher with substantial support/accommodations	_____%	_____%	- Less - Same - More
c. Regular education classroom co-taught by regular education and special education teachers	_____%	_____%	- Less - Same - More
d. Self-contained classroom	_____%	_____%	- Less - Same - More
e. Resource room	_____%	_____%	- Less - Same - More
f. Other (please specify): _____	_____%	_____%	- Less - Same - More

16. For the current school year (2010–11), how many students with disabilities in your school receive extended-day instruction (e.g., after-school or Saturday tutoring)?
- For reading: _____Students
 - For mathematics: _____Students

Part F. Assessment

17. For the current school year (2010–11), what percentage of students with disabilities in tested grades have the following types of statewide assessment documented in their Individualized Education Programs (IEPs)?

	Percentage of students with disabilities in tested grades whose IEPs report the student is to participate in:	Have there been changes in the percentages over the past three years (2008–09 to 2010–11)?		
		Lower percentage	No change	Higher percentage
a. Regular assessment without accommodations	_____%	–1	0	1
b. Regular assessment with accommodations	_____%	–1	0	1
c. Alternate assessment based on grade-level standards	_____%	–1	0	1
d. Alternate assessment based on modified standards	_____%	–1	0	1
e. Alternate assessment based on alternate standards	_____%	–1	0	1

18. How many students with disabilities in your school have standards-based IEPs?

All students with disabilities / Some students with disabilities / No students with disabilities

Thank you for completing this survey!

Appendix B: Chapter 2, Study Design Tables

Exhibit B-1. Number of Schools in the Target Population, Survey Sample, and Analysis Sample, by SWD-Accountability Status and School Level

	Elementary Schools		Middle Schools	
	Number of SWD-Acct Schools	Number of Never-SWD-Acct Schools	Number of SWD-Acct Schools	Number of Never-SWD-Acct Schools
Survey sample definition				
Total population of schools that had the same school level designation and were open and consequential from 2005–06 to 2007–08* and operational in 2009–10	2,562	7,199	1,415	1,040
Sampling frame: Schools in the target population that met the three-year SWD achievement data criterion (% of population)	2,416 (94%)	5,848 (81%)	1,208 (85%)	589 (57%)
Schools sampled for the principal and special education designee surveys	2,359	1,664	1,190	495
Analysis sample definition				
(A) Schools in survey sample that had the same school level designation and were open and consequential for five years from 2005–06 to 2009–10	2,334	1,629	1,179	491
(B) Schools in (A) that were regular schools from 2005–06 to 2009–10	2,323	1,623	1,175	490
(C) Schools in (B) that were consistently SWD-accountable or consistently not SWD-accountable from 2005–06 to 2007–08	1,960	1,623	1,052	490
(D) Analysis sample: Schools in (C) that were operational and had not changed school level by the time of the survey administration	1,953	1,603	1,036	479

SOURCE: U.S. Department of Education *EDFacts* data, 2005–06 through 2009–10; 2009–10 Common Core of Data.

NOTES: * There were 2,447 elementary schools and 556 middle schools in the population that were operational in 2009–10 but did not meet the SWD-accountable or never-accountable definition used for sampling. "Consequential" is used to define schools that were Title I or non-Title I schools in states that subjected non-Title I schools to the same accountability sanctions as Title I schools.

Exhibit B-2. Number of Elementary Schools Eligible for Survey Analysis and Response Rates for Principals and Special Education Designees, by State and by SWD-Accountability Status Between 2005–06 and 2007–08

States in Elementary School Survey Sample	Schools eligible for survey analysis		Principal response rates		Special education designee response rates	
	Always-SWD-Acct Schools	Never-SWD-Acct Schools	Always-SWD-Acct Schools	Never-SWD-Acct Schools	Always-SWD-Acct schools	Never-SWD-Acct schools
California	104	331	82%	79%	68%	69%
Florida	435	154	89%	86%	83%	78%
Georgia	237	328	92%	93%	84%	89%
Iowa	54	0	93%	na	91%	na
Kansas	51	0	90%	na	84%	na
Maryland	679	0	85%	na	82%	na
Massachusetts	62	323	87%	87%	87%	84%
Minnesota	149	44	85%	91%	76%	82%
North Carolina	78	249	91%	90%	90%	89%
North Dakota	70	0	93%	na	81%	na
Virginia	34	174	82%	89%	68%	80%
Total	1,953	1,603	87%	87%	82%	82%
Overall rates			87%		82%	

SOURCE: 2010–11 Principal Survey and Special Education Designee Survey; U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08.

NOTES: “na” = State did not have any schools in this accountability group.

Exhibit B-3. Number of Middle Schools Eligible for Survey Analysis and Response Rates for Principals and Special Education Designees, by State and by SWD-Accountability Status Between 2005–06 and 2007–08

States in Middle School Survey Sample	Schools eligible for survey analysis		Principal response rates		Special education designee response rates	
	Always-SWD-Acct Schools	Never-SWD-Acct Schools	Always-SWD-Acct Schools	Never-SWD-Acct Schools	Always-SWD-Acct schools	Never-SWD-Acct schools
California	186	313	85%	81%	74%	73%
Florida	106	16	79%	81%	69%	75%
Georgia	194	54	93%	76%	89%	74%
Iowa	85	0	91%	na	86%	na
Maryland	151	0	89%	na	85%	na
Massachusetts	162	0	93%	na	87%	na
North Carolina	34	19	85%	79%	85%	89%
Wisconsin	118	77	88%	83%	86%	79%
Total	1,036	479	89%	81%	83%	75%
Overall rates			86%		80%	

SOURCE: 2010–11 Principal Survey and Special Education Designee Survey; U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08.

NOTES: “na” = State did not have any schools in this accountability group.

Appendix C: Chapter 3, Accountability Context for School Practices—State-Level Tables

Exhibit C-1. Number and Percentage of All Public Elementary Schools, by State and SWD-Accountability Status From 2005–06 to 2007–08 (29 States)

State	Always-SWD-Accountable, 2005–06 to 2007–08		Sometimes-SWD-Accountable, 2005–06 to 2007–08		Never-SWD-Accountable, 2005–06 to 2007–08		Total N of Schools in Analysis
	N	%	N	%	N	%	N
Alabama	65	10.2%	75	11.8%	498	78.1%	638
Alaska	28	17.6%	73	45.9%	58	36.5%	159
Arkansas	29	6.3%	46	10.0%	383	83.6%	458
California	109	2.1%	494	9.3%	4,691	88.6%	5,294
Colorado	23	2.6%	108	12.0%	766	85.4%	897
Florida	449	44.9%	269	26.9%	283	28.3%	1,001
Georgia	245	22.2%	244	22.1%	615	55.7%	1,104
Hawaii	3	1.7%	20	11.3%	154	87.0%	177
Illinois	264	12.9%	332	16.2%	1,456	71.0%	2,052
Indiana	345	54.8%	172	27.3%	113	17.9%	630
Iowa	‡	‡	581	90.2%	‡	‡	644
Kansas	53	12.6%	367	87.4%	0	0.0%	420
Maine	194	98.5%	‡	‡	‡	‡	197
Maryland	789	95.9%	32	3.9%	‡	‡	823
Massachusetts	84	9.1%	288	31.3%	547	59.5%	919
Minnesota	160	29.6%	258	47.7%	123	22.7%	541
Mississippi	98	26.3%	274	73.7%	0	0.0%	372
Missouri	40	5.1%	161	20.4%	588	74.5%	789
Montana	‡	‡	‡	‡	212	86.9%	244
New Hampshire	142	53.8%	88	33.3%	34	12.9%	264
North Carolina	80	10.3%	158	20.4%	537	69.3%	775
North Dakota	98	49.5%	100	50.5%	0	0.0%	198
Ohio	128	7.5%	623	36.4%	961	56.1%	1,712
Oregon	256	59.7%	73	17.0%	100	23.3%	429
Pennsylvania	78	4.8%	682	42.0%	863	53.2%	1,623
Vermont	11	5.2%	11	5.2%	189	89.6%	211
Virginia	38	6.4%	65	11.0%	488	82.6%	591
Washington	0	0.0%	468	44.8%	577	55.2%	1,045
Wisconsin	20	1.9%	83	7.8%	961	90.3%	1,064
Total	3,892	15.4%	6,177	24.4%	15,202	60.2%	25,271

SOURCE: U.S. Department of Education ED*Facts* data, 2005–06 through 2007–08 and 2009–10; 2009–10 Common Core of Data.

‡ Reporting standards were not met.

Exhibit C-2. Number and Percentage of All Public Middle Schools, by State and SWD-Accountability Status From 2005–06 to 2007–08 (29 States)

State	Always-SWD-Accountable, 2005–06 to 2007–08		Sometimes-SWD-Accountable, 2005–06 to 2007–08		Never-SWD-Accountable, 2005–06 to 2007–08		Total N of Schools in Analysis
	N	%	N	%	N	%	N
Alabama	141	58.8%	47	19.6%	52	21.7%	240
Alaska	23	67.6%	‡	‡	‡	‡	34
Arkansas	93	49.2%	46	24.3%	50	26.5%	189
California	241	18.5%	232	17.8%	830	63.7%	1,303
Colorado	146	54.5%	30	11.2%	92	34.3%	268
Florida	113	63.5%	40	22.5%	25	14.0%	178
Georgia	216	52.9%	119	29.2%	73	17.9%	408
Hawaii	19	50.0%	7	18.4%	12	31.6%	38
Illinois	377	53.5%	103	14.6%	225	31.9%	705
Indiana	23	82.1%	5	17.9%	0	0.0%	28
Iowa	129	46.9%	146	53.1%	0	0.0%	275
Kansas	35	60.3%	23	39.7%	0	0.0%	58
Maine	70	100.0%		0.0%	0	0.0%	70
Maryland	193	86.5%	30	13.5%	0	0.0%	223
Massachusetts	202	65.4%	96	31.1%	11	3.6%	309
Minnesota	15	35.7%	18	42.9%	9	21.4%	42
Mississippi	120	71.0%	49	29.0%	0	0.0%	169
Missouri	26	40.6%	17	26.6%	21	32.8%	64
Montana	13	9.2%	23	16.3%	105	74.5%	141
New Hampshire	61	65.6%	27	29.0%	5	5.4%	93
North Carolina	40	49.4%	18	22.2%	23	28.4%	81
North Dakota	16	69.6%	7	30.4%	0	0.0%	23
Ohio	307	44.5%	318	46.1%	65	9.4%	690
Oregon	30	71.4%	‡	‡	‡	‡	42
Pennsylvania	158	32.2%	293	59.7%	40	8.1%	491
Vermont	3	12.5%	4	16.7%	17	70.8%	24
Virginia	18	72.0%	3	12.0%	4	16.0%	25
Washington	11	3.5%	248	78.2%	58	18.3%	317
Wisconsin	157	43.5%	55	15.2%	149	41.3%	361
Total	2,996	43.5%	2,015	29.2%	1,878	27.3%	6,889

SOURCE: U.S. Department of Education ED*Facts* data, 2005–06 through 2007–08 and 2009–10; 2009–10 Common Core of Data.

‡ Reporting standards were not met.

Exhibit C-3. Number and Percentage of Elementary Schools Accountable for the SWD Subgroup in 2009–10, by State and SWD-Accountability Status From 2005–06 to 2007–08

State	Always-SWD-Accountable, 2005–06 to 2007–08			Sometimes-SWD-Accountable, 2005–06 to 2007–08			Never-SWD-Accountable, 2005–06 to 2007–08		
	Total N	N acct for SWD in 2009–10	% acct for SWD in 2009–10	Total N	N acct for SWD in 2009–10	% acct for SWD in 2009–10	Total N	N acct for SWD in 2009–10	% acct for SWD in 2009–10
Alabama	65	45	69.2%	75	28	37.3%	498	18	3.6%
Alaska	28	26	92.9%	73	57	78.1%	58	5	8.6%
Arkansas	29	17	58.6%	46	12	26.1%	383	9	2.3%
California	109	72	66.1%	494	153	31.0%	4,691	163	3.5%
Colorado	23	18	78.3%	108	32	29.6%	766	32	4.2%
Florida	449	357	79.5%	269	111	41.3%	283	29	10.2%
Georgia	245	175	71.4%	244	61	25.0%	615	12	2.0%
Hawaii	3	‡	‡	20	7	35.0%	154	4	2.6%
Illinois	264	194	73.5%	332	111	33.4%	1,456	63	4.3%
Indiana	345	248	71.9%	172	71	41.3%	113	10	8.8%
Iowa	61	48	78.7%	581	36	6.2%	‡	‡	‡
Kansas	53	33	62.3%	367	43	11.7%	0	na	na
Maine	194	194	100.0%	‡	‡	‡	‡	‡	‡
Maryland	789	786	99.6%	32	30	93.8%	‡	‡	‡
Massachusetts	84	73	86.9%	288	207	71.9%	547	63	11.5%
Minnesota	160	159	99.4%	258	226	87.6%	123	17	13.8%
Mississippi	98	42	42.9%	274	10	3.6%	0	na	na
Missouri	40	39	97.5%	161	110	68.3%	588	63	10.7%
Montana	‡	‡	‡	30	20	66.7%	212	38	17.9%
New Hampshire	142	140	98.6%	88	77	87.5%	34	‡	‡
North Carolina	80	56	70.0%	158	54	34.2%	537	36	6.7%
North Dakota	98	95	96.9%	100	78	78.0%	0	na	na
Ohio	128	124	96.9%	623	452	72.6%	961	162	16.9%
Oregon	256	242	94.5%	73	54	74.0%	100	12	12.0%
Pennsylvania	78	73	93.6%	682	484	71.0%	863	69	8.0%
Vermont	11	11	100.0%	11	8	72.7%	189	‡	‡
Virginia	38	31	81.6%	65	17	26.2%	488	14	2.9%
Washington	0	na	na	468	405	86.5%	577	152	26.3%
Wisconsin	20	18	90.0%	83	51	61.4%	961	35	3.6%
Total	3,892	3,319	85.3%	6,177	3,007	48.7%	15,202	1,011	6.7%

SOURCE: U.S. Department of Education ED*Facts* data, 2005–06 through 2007–08 and 2009–10; 2009–10 Common Core of Data.

NOTES: “na” = State did not have any schools in this accountability group.

‡ Reporting standards were not met.

Exhibit C-4. Number and Percentage of Middle Schools Accountable for the SWD Subgroup in 2009–10, by State and SWD-Accountability Status From 2005–06 to 2007–08

State	Always-SWD-Accountable, 2005–06 to 2007–08			Sometimes-SWD-Accountable, 2005–06 to 2007–08			Never-SWD-Accountable, 2005–06 to 2007–08		
	Total N	N acct for SWD in 2009–10	% acct for SWD in 2009–10	Total N	N acct for SWD in 2009–10	% acct for SWD in 2009–10	Total N	N acct for SWD in 2009– 10	% acct for SWD in 2009–10
Alabama	141	123	87.2%	47	18	38.3%	52	‡	‡
Alaska	23	23	100.0%	‡	‡	‡	10	‡	‡
Arkansas	93	82	88.2%	46	14	30.4%	50	4	8.0%
California	241	206	85.5%	232	117	50.4%	830	64	7.7%
Colorado	146	136	93.2%	30	19	63.3%	92	9	9.8%
Florida	113	101	89.4%	40	19	47.5%	25	0	0.0%
Georgia	216	173	80.1%	119	50	42.0%	73	5	6.8%
Hawaii	19	16	84.2%	7	3	42.9%	12	‡	‡
Illinois	377	344	91.2%	103	54	52.4%	225	10	4.4%
Indiana	23	23	100.0%	5	4	80.0%	0	na	na
Iowa	129	112	86.8%	146	35	24.0%	0	na	na
Kansas	35	32	91.4%	23	0	0.0%	0	na	na
Maine	70	70	100.0%	0	na	na	0	na	na
Maryland	193	193	100.0%	30	30	100.0%	0	na	na
Massachusetts	202	202	100.0%	96	91	94.8%	11	‡	‡
Minnesota	15	15	100.0%	18	13	72.2%	9	3	33.3%
Mississippi	120	69	57.5%	49	6	12.2%	0	na	na
Missouri	26	26	100.0%	17	14	82.4%	21	‡	‡
Montana	13	13	100.0%	23	17	73.9%	105	6	5.7%
New Hampshire	61	61	100.0%	27	22	81.5%	5	‡	‡
North Carolina	40	37	92.5%	18	7	38.9%	23	5	21.7%
North Dakota	16	15	93.8%	7	7	100.0%	0	na	na
Ohio	307	306	99.7%	318	293	92.1%	65	10	15.4%
Oregon	30	28	93.3%	10	7	70.0%	‡	‡	‡
Pennsylvania	158	158	100.0%	293	272	92.8%	40	6	15.0%
Vermont	3	3	100.0%	4	0	0.0%	17	‡	‡
Virginia	18	17	94.4%	3	0	0.0%	4	0	0.0%
Washington	11	11	100.0%	248	243	98.0%	58	15	25.9%
Wisconsin	157	152	96.8%	55	43	78.2%	149	12	8.1%
Total	2,996	2,747	91.7%	2,015	1,399	69.4%	1,878	159	8.5%

SOURCE: U.S. Department of Education ED*Facts* data, 2005–06 through 2007–08 and 2009–10; 2009–10 Common Core of Data.

NOTES: “na” = State did not have any schools in this accountability group.

‡ Reporting standards were not met.

Exhibit C-5. Number and Percentage of Elementary Schools Accountable for the Economically Disadvantaged Subgroup in 2009–10, by State and SWD-Accountability Status From 2005–06 to 2007–08

State	Always-SWD-Accountable, 2005–06 to 2007–08			Sometimes-SWD-Accountable, 2005–06 to 2007–08			Never-SWD-Accountable, 2005–06 to 2007–08		
	Total N	N acct for subgroup, 2009–10	% acct for subgroup, 2009–10	Total N	N acct for subgroup, 2009–10	% acct for subgroup, 2009–10	Total N	N acct for subgroup, 2009–10	% acct for subgroup, 2009–10
Alabama	65	65	100.0%	75	74	98.7%	498	466	93.6%
Alaska	28	28	100.0%	73	67	91.8%	58	34	58.6%
Arkansas	29	29	100.0%	46	45	97.8%	383	361	94.3%
California	109	98	89.9%	494	440	89.1%	4,691	3695	78.8%
Colorado	23	20	87.0%	108	89	82.4%	766	520	67.9%
Florida	449	449	100.0%	269	269	100.0%	283	275	97.2%
Georgia	245	215	87.8%	244	229	93.9%	615	595	96.7%
Hawaii	3	3	100.0%	20	19	95.0%	154	128	83.1%
Illinois	264	235	89.0%	332	258	77.7%	1,456	886	60.9%
Indiana	345	340	98.6%	172	168	97.7%	113	102	90.3%
Iowa	61	58	95.1%	581	367	63.2%	‡	‡	‡
Kansas	53	53	100.0%	367	308	83.9%	0	na	na
Maine	194	194	100.0%	‡	‡	‡	‡	‡	‡
Maryland	789	776	98.4%	32	32	100.0%	‡	‡	‡
Massachusetts	84	67	79.8%	288	189	65.6%	547	256	46.8%
Minnesota	160	160	100.0%	258	255	98.8%	123	107	87.0%
Mississippi	98	96	98.0%	274	270	98.5%	0	na	na
Missouri	40	40	100.0%	161	161	100.0%	588	509	86.6%
Montana	‡	‡	‡	30	27	90.0%	212	155	73.1%
New Hampshire	142	131	92.3%	88	81	92.0%	34	13	38.2%
North Carolina	80	79	98.8%	158	157	99.4%	537	522	97.2%
North Dakota	98	98	100.0%	100	97	97.0%	0	na	na
Ohio	128	122	95.3%	623	582	93.4%	961	789	82.1%
Oregon	256	253	98.8%	73	73	100.0%	100	90	90.0%
Pennsylvania	78	67	85.9%	682	560	82.1%	863	536	62.1%
Vermont	11	11	100.0%	11	10	90.9%	189	67	35.4%
Virginia	38	38	100.0%	65	65	100.0%	488	428	87.7%
Washington	0	na	na	468	444	94.9%	577	464	80.4%
Wisconsin	20	19	95.0%	83	72	86.7%	961	550	57.2%
Total	3,892	3,746	96.2%	6,177	5,410	87.6%	15,202	11,552	76.0%

SOURCE: U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08 and 2009–10; 2009–10 Common Core of Data.

NOTES: “na” = State did not have any schools in this accountability group.

‡ Reporting standards were not met.

Exhibit C-6. Number and Percentage of Middle Schools Accountable for the Economically Disadvantaged Subgroup in 2009–10, by State and SWD-Accountability Status From 2005–06 to 2007–08

State	Always-SWD-Accountable, 2005–06 to 2007–08			Sometimes-SWD-Accountable, 2005–06 to 2007–08			Never-SWD-Accountable, 2005–06 to 2007–08		
	Total N	N acct for subgroup, 2009–10	% acct for subgroup, 2009–10	Total N	N acct for subgroup, 2009–10	% acct for subgroup, 2009–10	Total N	N acct for subgroup, 2009–10	% acct for subgroup, 2009–10
Alabama	141	141	100.0%	47	46	97.9%	52	52	100.0%
Alaska	23	23	100.0%	‡	‡	‡	10	9	90.0%
Arkansas	93	93	100.0%	46	46	100.0%	50	50	100.0%
California	241	235	97.5%	232	220	94.8%	830	670	80.7%
Colorado	146	140	95.9%	30	29	96.7%	92	63	68.5%
Florida	113	111	98.2%	40	40	100.0%	25	23	92.0%
Georgia	216	214	99.1%	119	116	97.5%	73	71	97.3%
Hawaii	19	19	100.0%	7	7	100.0%	12	12	100.0%
Illinois	377	330	87.5%	103	93	90.3%	225	117	52.0%
Indiana	23	23	100.0%	5	5	100.0%	0	na	na
Iowa	129	129	100.0%	146	109	74.7%	0	na	na
Kansas	35	35	100.0%	23	18	78.3%	0	na	na
Maine	70	70	100.0%	0	na	na	0	na	na
Maryland	193	192	99.5%	30	30	100.0%	0	na	na
Massachusetts	202	175	86.6%	96	73	76.0%	11	6	54.5%
Minnesota	15	15	100.0%	18	18	100.0%	9	8	88.9%
Mississippi	120	120	100.0%	49	49	100.0%	0	na	na
Missouri	26	26	100.0%	17	16	94.1%	21	20	95.2%
Montana	13	13	100.0%	23	23	100.0%	105	61	58.1%
New Hampshire	61	58	95.1%	27	23	85.2%	5	4	80.0%
North Carolina	40	40	100.0%	18	18	100.0%	23	22	95.7%
North Dakota	16	16	100.0%	7	7	100.0%	0	na	na
Ohio	307	303	98.7%	318	299	94.0%	65	54	83.1%
Oregon	30	29	96.7%	10	10	100.0%	‡	‡	‡
Pennsylvania	158	154	97.5%	293	281	95.9%	40	36	90.0%
Vermont	3	3	100.0%	4	3	75.0%	17	11	64.7%
Virginia	18	18	100.0%	3	3	100.0%	4	4	100.0%
Washington	11	11	100.0%	248	245	98.8%	58	48	82.8%
Wisconsin	157	151	96.2%	55	52	94.5%	149	83	55.7%
Total	2,996	2,887	96.4%	2,015	1,880	93.3%	1,878	1,426	75.9%

SOURCE: U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08 and 2009–10; 2009–10 Common Core of Data.

NOTES: “na” = State did not have any schools in this accountability group.

‡ Reporting standards were not met.

Exhibit C-7. Number and Percentage of Elementary Schools Accountable for the English Language Learner Subgroup in 2009–10, by State and SWD-Accountability Status From 2005–06 to 2007–08

State	Always-SWD-Accountable, 2005–06 to 2007–08			Sometimes-SWD-Accountable, 2005–06 to 2007–08			Never-SWD-Accountable, 2005–06 to 2007–08		
	Total N	N acct for subgroup, 2009–10	% acct for subgroup, 2009–10	Total N	N acct for subgroup, 2009–10	% acct for subgroup, 2009–10	Total N	N acct for subgroup, 2009–10	% acct for subgroup, 2009–10
Alabama	65	‡	‡	75	‡	‡	498	9	1.8%
Alaska	28	10	35.7%	73	22	30.1%	58	10	17.2%
Arkansas	29	4	13.8%	46	7	15.2%	383	32	8.4%
California	109	70	64.2%	494	365	73.9%	4,691	3074	65.5%
Colorado	23	5	21.7%	108	47	43.5%	766	216	28.2%
Florida	449	144	32.1%	269	93	34.6%	283	111	39.2%
Georgia	245	46	18.8%	244	42	17.2%	615	58	9.4%
Hawaii	3	‡	‡	20	7	35.0%	154	15	9.7%
Illinois	264	81	30.7%	332	71	21.4%	1,456	123	8.4%
Indiana	345	64	18.6%	172	25	14.5%	113	16	14.2%
Iowa	61	5	8.2%	581	35	6.0%	‡	‡	‡
Kansas	53	13	24.5%	367	65	17.7%	0	na	na
Maine	194	194	100.0%	‡	‡	‡	‡	‡	‡
Maryland	789	472	59.8%	32	21	65.6%	‡	‡	‡
Massachusetts	84	35	41.7%	288	73	25.3%	547	64	11.7%
Minnesota	137	74	54.0%	181	106	58.6%	44	14	31.8%
Mississippi	98	‡	‡	274	0	0.0%	0	na	na
Missouri	28	‡	‡	93	12	12.9%	227	27	11.9%
Montana	‡	‡	‡	30	4	13.3%	212	12	5.7%
New Hampshire	142	27	19.0%	88	15	17.0%	34	0	0.0%
North Carolina	80	22	27.5%	158	41	25.9%	537	67	12.5%
North Dakota	98	21	21.4%	100	14	14.0%	0	na	na
Ohio	128	6	4.7%	623	25	4.0%	961	49	5.1%
Oregon	256	150	58.6%	73	31	42.5%	100	21	21.0%
Pennsylvania	78	14	17.9%	682	52	7.6%	863	16	1.9%
Vermont	11	0	0.0%	11	0	0.0%	189	‡	‡
Virginia	38	18	47.4%	65	18	27.7%	488	113	23.2%
Washington	0	na	na	468	82	17.5%	577	89	15.4%
Wisconsin	20	‡	‡	83	11	13.3%	961	50	5.2%
Total	3,857	1,482	38.4%	6,032	1,288	21.4%	14,762	4,188	28.4%

SOURCE: U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08 and 2009–10; 2009–10 Common Core of Data.

NOTES: “na” = State did not have any schools in this accountability group.

‡ Reporting standards were not met.

Exhibit C-8. Number and Percentage of Middle Schools Accountable for the English Language Learner Subgroup in 2009–10, by State and SWD-Accountability Status From 2005–06 to 2007–08

State	Always-SWD-Accountable, 2005–06 to 2007–08			Sometimes-SWD-Accountable, 2005–06 to 2007–08			Never-SWD-Accountable, 2005–06 to 2007–08		
	Total N	N acct for subgroup, 2009–10	% acct for subgroup, 2009–10	Total N	N acct for subgroup, 2009–10	% acct for subgroup, 2009–10	Total N	N acct for subgroup, 2009–10	% acct for subgroup, 2009–10
Alabama	141	4	2.8%	47	4	8.5%	52	0	0.0%
Alaska	23	10	43.5%	‡	‡	‡	10	‡	‡
Arkansas	93	22	23.7%	46	3	6.5%	50	7	14.0%
California	241	225	93.4%	232	197	84.9%	830	534	64.3%
Colorado	146	98	67.1%	30	21	70.0%	92	21	22.8%
Florida	113	49	43.4%	40	14	35.0%	25	‡	‡
Georgia	216	22	10.2%	119	3	2.5%	73	4	5.5%
Hawaii	19	7	36.8%	7	‡	‡	12	0	0.0%
Illinois	377	57	15.1%	103	12	11.7%	225	4	1.8%
Indiana	23	16	69.6%	5	‡	‡	0	na	na
Iowa	129	21	16.3%	146	‡	‡	0	na	na
Kansas	35	21	60.0%	23	‡	‡	0	na	na
Maine	70	70	100.0%	0	na	na	0	na	na
Maryland	193	145	75.1%	30	23	76.7%	0	na	na
Massachusetts	202	44	21.8%	96	21	21.9%	11	0	0.0%
Minnesota	12	8	66.7%	13	8	61.5%	3	‡	‡
Mississippi	120	‡	‡	49	0	0.0%	0	na	na
Missouri	18	3	16.7%	9	‡	‡	9	3	33.3%
Montana	13	‡	‡	23	3	13.0%	105	7	6.7%
New Hampshire	61	10	16.4%	27	4	14.8%	5	0	0.0%
North Carolina	40	15	37.5%	18	6	33.3%	23	4	17.4%
North Dakota	16	6	37.5%	7	‡	‡	0	na	na
Ohio	307	32	10.4%	318	17	5.3%	65	‡	‡
Oregon	30	19	63.3%	10	‡	‡	‡	‡	‡
Pennsylvania	158	19	12.0%	293	12	4.1%	40	0	0.0%
Vermont	3	0	0.0%	4	0	0.0%	17	0	0.0%
Virginia	18	4	22.2%	3	‡	‡	4	0	0.0%
Washington	11	4	36.4%	248	76	30.6%	58	5	8.6%
Wisconsin	157	45	28.7%	55	4	7.3%	149	0	0.0%
Total	2,985	978	32.8%	2,002	441	22.0%	1,860	595	32.0%

SOURCE: U.S. Department of Education ED*Facts* data, 2005–06 through 2007–08 and 2009–10; 2009–10 Common Core of Data.

NOTES: “na” = State did not have any schools in this accountability group.

‡ Reporting standards were not met.

Exhibit C-9. Number and Percentage of Elementary Schools Identified for School Improvement in 2009–10, by State and SWD-Accountability Status From 2005–06 to 2007–08

State	Always-SWD-Accountable, 2005–06 to 2007–08			Sometimes-SWD-Accountable, 2005–06 to 2007–08			Never-SWD-Accountable, 2005–06 to 2007–08		
	Total N	N identified in 2009–10	% identified in 2009–10	Total N	N identified in 2009–10	% identified in 2009–10	Total N	N identified in 2009–10	% identified in 2009–10
Alabama	65	‡	‡	75	‡	‡	498	‡	‡
Alaska	28	3	10.7%	73	12	16.4%	58	5	8.6%
Arkansas	29	25	86.2%	46	18	39.1%	383	73	19.1%
California	109	33	30.3%	494	176	35.6%	4,691	1,373	29.3%
Colorado	23	‡	‡	108	17	15.7%	766	60	7.8%
Florida	449	353	78.6%	269	188	69.9%	283	163	57.6%
Georgia	245	8	3.3%	244	6	2.5%	614	4	0.7%
Hawaii	3	3	100.0%	20	16	80.0%	154	28	18.2%
Illinois	264	111	42.0%	332	79	23.8%	1,456	108	7.4%
Indiana	-	-	-	-	-	-	-	-	-
Iowa	61	6	9.8%	581	7	1.2%	‡	‡	‡
Kansas	53	3	5.7%	367	11	3.0%	0	na	na
Maine	194	12	6.2%	‡	‡	‡	0	na	na
Maryland	789	61	7.7%	32	6	18.8%	‡	‡	‡
Massachusetts	84	71	84.5%	288	188	65.3%	547	184	33.6%
Minnesota	160	37	23.1%	258	73	28.3%	123	7	5.7%
Mississippi	98	6	6.1%	274	‡	‡	0	na	na
Missouri	40	22	55.0%	161	61	37.9%	588	126	21.4%
Montana	‡	‡	‡	30	‡	‡	212	9	4.2%
New Hampshire	142	47	33.1%	88	37	42.0%	34	‡	‡
North Carolina	80	60	75.0%	158	88	55.7%	537	188	35.0%
North Dakota	98	7	7.1%	100	5	5.0%	0	na	na
Ohio	128	51	39.8%	623	229	36.8%	961	185	19.3%
Oregon	256	27	10.5%	73	7	9.6%	100	3	3.0%
Pennsylvania	78	26	33.3%	682	138	20.2%	863	23	2.7%
Vermont	11	11	100.0%	11	5	45.5%	189	5	2.6%
Virginia	38	5	13.2%	65	7	10.8%	488	52	10.7%
Washington	0	na	na	468	114	24.4%	576	59	10.2%
Wisconsin	20	‡	‡	83	4	4.8%	961	7	0.7%
Total	3,547	994	28.0%	6,005	1,496	24.9%	15,086	2,666	17.7%

SOURCE: U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08 and 2009–10; 2009–10 Common Core of Data.

NOTES: “na” = State did not have any schools in this accountability group. “-” indicates no school improvement status data were reported.

‡ Reporting standards were not met.

Exhibit C-10. Number and Percentage of Middle Schools Identified for School Improvement in 2009–10, by State and SWD-Accountability Status From 2005–06 to 2007–08

State	Always-SWD-Accountable, 2005–06 to 2007–08			Sometimes-SWD-Accountable, 2005–06 to 2007–08			Never-SWD-Accountable, 2005–06 to 2007–08		
	Total N	N identified in 2009–10	% identified in 2009–10	Total N	N identified in 2009–10	% identified in 2009–10	Total N	N identified in 2009–10	% identified in 2009–10
Alabama	141	5	3.5%	47	‡	‡	52	0	0.0%
Alaska	23	‡	‡	‡	‡	‡	10	0	0.0%
Arkansas	93	78	83.9%	46	16	34.8%	50	13	26.0%
California	241	152	63.1%	232	102	44.0%	830	319	38.4%
Colorado	146	20	13.7%	30	‡	‡	92	‡	‡
Florida	113	82	72.6%	40	36	90.0%	25	14	56.0%
Georgia	216	66	30.6%	119	39	32.8%	72	5	6.9%
Hawaii	19	19	100.0%	7	6	85.7%	12	6	50.0%
Illinois	377	55	14.6%	103	21	20.4%	225	6	2.7%
Indiana	-	-	-	-	-	-	-	-	-
Iowa	129	62	48.1%	146	6	4.1%	0	na	na
Kansas	35	13	37.1%	23	0	0.0%	0	na	na
Maine	70	23	32.9%	0	na	na	0	na	na
Maryland	193	63	32.6%	30	15	50.0%	0	na	na
Massachusetts	202	167	82.7%	96	55	57.3%	11	‡	‡
Minnesota	15	9	60.0%	18	6	33.3%	9	‡	‡
Mississippi	120	27	22.5%	49	‡	‡	0	na	na
Missouri	26	20	76.9%	17	10	58.8%	21	5	23.8%
Montana	13	9	69.2%	23	6	26.1%	105	10	9.5%
New Hampshire	61	42	68.9%	27	17	63.0%	5	0	0.0%
North Carolina	40	38	95.0%	18	14	77.8%	23	16	69.6%
North Dakota	16	4	25.0%	7	0	0.0%	0	na	na
Ohio	307	166	54.1%	318	95	29.9%	65	7	10.8%
Oregon	30	22	73.3%	10	‡	‡	‡	‡	‡
Pennsylvania	158	44	27.8%	293	53	18.1%	40	‡	‡
Vermont	3	3	100.0%	4	3	75.0%	17	4	23.5%
Virginia	18	7	38.9%	3	‡	‡	4	‡	‡
Washington	11	8	72.7%	248	188	75.8%	58	10	17.2%
Wisconsin	157	6	3.8%	55	0	0.0%	149	‡	‡
Total	2,973	1,212	40.8%	2,010	695	34.6%	1,877	424	22.6%

SOURCE: U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08 and 2009–10; 2009–10 Common Core of Data.

NOTES: “na” = State did not have any schools in this accountability group. “-” indicates no school improvement status data were reported.

‡ Reporting standards were not met.

Exhibit C-11. Number and Percentage of Elementary Schools Making Adequate Yearly Progress (AYP) in 2009–10, by State and SWD-Accountability Status From 2005–06 to 2007–08

State	Always-SWD-Accountable, 2005–06 to 2007–08			Sometimes-SWD-Accountable, 2005–06 to 2007–08			Never-SWD-Accountable, 2005–06 to 2007–08		
	Total N	N made AYP in 2009–10	% made AYP in 2009–10	Total N	N made AYP in 2009–10	% made AYP in 2009–10	Total N	N made AYP in 2009–10	% made AYP in 2009–10
Alabama	65	45	69.2%	75	66	88.0%	498	475	95.4%
Alaska	28	17	60.7%	73	42	57.5%	58	52	89.7%
Arkansas	29	14	48.3%	46	28	60.9%	383	272	71.0%
California	-	-	-	-	-	-	-	-	-
Colorado	23	11	47.8%	108	62	57.4%	766	573	74.8%
Florida	449	24	5.3%	269	20	7.4%	281	38	13.5%
Georgia	245	218	89.0%	244	223	91.4%	614	529	86.2%
Hawaii	3	‡	‡	20	8	40.0%	154	109	70.8%
Illinois	264	86	32.6%	332	142	42.8%	1,456	911	62.6%
Indiana	345	256	74.2%	172	128	74.4%	113	98	86.7%
Iowa	61	16	26.2%	581	436	75.0%	‡	‡	‡
Kansas	53	33	62.3%	367	307	83.7%	0	na	Na
Maine	194	111	57.2%	‡	‡	‡	‡	‡	‡
Maryland	789	609	77.2%	32	20	62.5%	‡	‡	‡
Massachusetts	84	7	8.3%	288	65	22.6%	547	260	47.5%
Minnesota	160	57	35.6%	258	112	43.4%	123	86	69.9%
Mississippi	98	77	78.6%	274	245	89.4%	0	na	na
Missouri	40	9	22.5%	161	50	31.1%	588	245	41.7%
Montana	‡	‡	‡	30	18	60.0%	212	147	69.3%
New Hampshire	142	36	25.4%	88	24	27.3%	34	25	73.5%
North Carolina	80	40	50.0%	158	94	59.5%	537	371	69.1%
North Dakota	98	71	72.4%	100	78	78.0%	0	na	na
Ohio	128	63	49.2%	623	334	53.6%	961	719	74.8%
Oregon	253	212	83.8%	73	65	89.0%	100	94	94.0%
Pennsylvania	78	60	76.9%	682	553	81.1%	863	816	94.6%
Vermont	11	0	0.0%	11	‡	‡	189	150	79.4%
Virginia	38	22	57.9%	65	45	69.2%	488	338	69.3%
Washington	0	na	na	468	222	47.4%	576	360	62.5%
Wisconsin	20	13	65.0%	83	69	83.1%	961	938	97.6%
Total	3,780	2,109	55.8%	5,683	3,460	60.9%	10,507	7,609	72.4%

SOURCE: U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08 and 2009–10; 2009–10 Common Core of Data.

NOTES: “na” = State did not have any schools in this accountability group. “-” indicates no AYP data were reported.

‡ Reporting standards were not met.

Exhibit C-12. Number and Percentage of Middle Schools Making Adequate Yearly Progress (AYP) in 2009–10, by State and SWD-Accountability Status From 2005–06 to 2007–08

State	Always-SWD-Accountable, 2005–06 to 2007–08			Sometimes-SWD-Accountable, 2005–06 to 2007–08			Never-SWD-Accountable, 2005–06 to 2007–08		
	Total N	N made AYP in 2009–10	% made AYP in 2009–10	Total N	N made AYP in 2009–10	% made AYP in 2009–10	Total N	N made AYP in 2009–10	% made AYP in 2009–10
Alabama	141	69	48.9%	47	34	72.3%	52	51	98.1%
Alaska	23	7	30.4%	‡	‡	‡	10	9	90.0%
Arkansas	93	26	28.0%	46	24	52.2%	50	28	56.0%
California	-	-	-	-	-	-	-	-	-
Colorado	146	25	17.1%	30	7	23.3%	92	72	78.3%
Florida	113	‡	‡	40	‡	‡	25	3	12.0%
Georgia	216	177	81.9%	119	88	73.9%	72	61	84.7%
Hawaii	19	‡	‡	7	‡	‡	12	6	50.0%
Illinois	377	150	39.8%	103	53	51.5%	225	183	81.3%
Indiana	23	4	17.4%	5	4	80.0%	0	na	na
Iowa	129	12	9.3%	146	92	63.0%	0	na	na
Kansas	35	16	45.7%	23	19	82.6%	0	na	na
Maine	70	14	20.0%	0	na	na	0	na	na
Maryland	193	95	49.2%	30	12	40.0%	0	na	na
Massachusetts	202	13	6.4%	96	6	6.3%	11	5	45.5%
Minnesota	15	9	60.0%	18	5	27.8%	9	6	66.7%
Mississippi	120	80	66.7%	49	40	81.6%	0	na	na
Missouri	26	3	11.5%	17	3	17.6%	21	8	38.1%
Montana	13	0	0.0%	23	9	39.1%	105	80	76.2%
New Hampshire	61	7	11.5%	27	10	37.0%	5	4	80.0%
North Carolina	40	13	32.5%	18	7	38.9%	23	14	60.9%
North Dakota	16	7	43.8%	7	5	71.4%	0	na	na
Ohio	307	177	57.7%	318	220	69.2%	65	60	92.3%
Oregon	29	12	41.4%	10	6	60.0%	‡	‡	‡
Pennsylvania	158	133	84.2%	293	257	87.7%	40	39	97.5%
Vermont	3	0	0.0%	4	‡	‡	17	10	58.8%
Virginia	18	7	38.9%	3	0	0.0%	4	4	100.0%
Washington	11	3	27.3%	248	45	18.1%	58	19	32.8%
Wisconsin	157	135	86.0%	55	54	98.2%	149	148	99.3%
Total	2,754	1,196	43.4%	1,783	1,006	56.4%	1,047	812	77.6%

SOURCE: U.S. Department of Education ED*Facts* data, 2005–06 through 2007–08 and 2009–10; 2009–10 Common Core of Data.

NOTES: “na” = State did not have any schools in this accountability group. “-” indicates no AYP data were reported.

‡ Reporting standards were not met.

Appendix D: Chapter 4, School Characteristics and Staffing in SWD-Accountable and Non-SWD-Accountable Schools— State-Level Tables

Exhibit D-1. Average Total Enrollment in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	104	569.6	20.7	330	576.8	11.2	-7.2	23.5	0.760
Florida	435	604.0	8.1	154	609.0	18.3	-5.0	20.0	0.803
Georgia	237	783.9	16.1	328	527.9	9.6	256.0*	18.8	0.000
Massachusetts	62	683.4	33.5	322	333.3	6.6	350.1*	34.0	0.000
Minnesota	149	562.0	12.1	43	172.8	12.2	389.2*	17.1	0.000
North Carolina	78	616.8	20.4	248	406.5	9.4	210.3*	22.5	0.000
Virginia	34	684.7	37.0	173	422.4	11.8	262.3*	38.5	0.000
Overall (7 states)†	1,099	641.7	6.4	1,598	529.3	7.6	112.4*	9.9	0.000
Iowa	54	471.0	22.6	---	---	---	---	---	---
Kansas	49	460.8	25.0	---	---	---	---	---	---
Maryland	676	477.5	6.1	---	---	---	---	---	---
North Dakota	70	243.9	16.1	---	---	---	---	---	---
Overall (4 states)	849	458.1	5.8	---	---	---	---	---	---

SOURCE: 2010–11 Common Core of Data.

NOTES: †The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-2. Average Total Enrollment in Middle Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	186	1,219.0	28.2	311	673.1	15.7	545.9*	32.2	0.000
Florida	106	870.6	27.3	16	596.7	90.3	273.9*	92.3	0.004
Georgia	193	877.4	26.3	54	596.2	35.0	281.2*	43.7	0.000
North Carolina	34	534.6	25.8	18	277.7	27.9	256.8*	37.9	0.000
Wisconsin	118	639.0	18.4	76	224.8	12.9	414.2*	22.5	0.000
Overall (5 states)‡	637	913.5	15.6	475	589.8	13.9	323.8*	20.9	0.000
Iowa	85	482.9	23.5	---	---	---	---	---	---
Maryland	150	736.4	21.0	---	---	---	---	---	---
Massachusetts	162	699.2	16.1	---	---	---	---	---	---
Overall (3 states)	397	669.4	12.7	---	---	---	---	---	---

SOURCE: 2010–11 Common Core of Data.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-3. Average Percentage of Students Who Are Students With Disabilities in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	67	15.9	0.7	217	9.5	0.3	6.3*	0.8	0.000
Florida	346	16.0	0.0	115	9.6	0.4	6.4*	0.5	0.000
Georgia	195	11.7	0.3	273	8.5	0.2	3.2*	0.4	0.000
Massachusetts	51	18.8	1.0	259	14.8	0.3	4.0*	1.1	0.000
Minnesota	104	16.0	0.7	34	15.7	1.6	0.4	1.7	0.823
North Carolina	70	13.5	0.5	215	12.2	0.3	1.3*	0.6	0.029
Virginia	22	12.4	0.9	129	11.0	0.4	1.4	1.0	0.158
Overall (7 states)‡	855	14.9	0.2	1,242	10.2	0.2	4.6*	0.3	0.000
Iowa	47	14.8	1.1	---	---	---	---	---	---
Kansas	42	13.5	1.0	---	---	---	---	---	---
Maryland	545	10.8	0.2	---	---	---	---	---	---
North Dakota	56	19.0	1.3	---	---	---	---	---	---
Overall (4 states)	690	11.8	0.2	---	---	---	---	---	---

SOURCE: 2010–11 Principal and Special Education Designee Surveys.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-4. Average Percentage of Students Who Are Students With Disabilities in Middle Schools 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	133	12.3	0.3	215	11.2	0.4	1.1*	0.5	0.026
Florida	70	18.2	0.6	12	9.5	1.2	8.7*	1.3	0.000
Georgia	164	12.4	0.3	40	10.8	1.2	1.5	1.3	0.222
North Carolina	29	14.8	0.7	15	11.3	0.9	3.5*	1.2	0.004
Wisconsin	91	16.0	0.8	47	23.8	2.1	-7.8*	2.3	0.001
Overall (5 states)‡	487	14.0	0.2	329	12.7	0.5	1.3*	0.5	0.008
Iowa	68	17.0	1.0	---	---	---	---	---	---
Maryland	129	11.3	0.3	---	---	---	---	---	---
Massachusetts	132	18.6	0.5	---	---	---	---	---	---
Overall (3 states)	329	15.2	0.3	---	---	---	---	---	---

SOURCE: 2010–11 Principal and Special Education Designee Surveys.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-5. Average Percentage of Students Eligible to Receive Free or Reduced-Price Lunch in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	104	48.8	2.5	330	59.5	1.6	-10.7*	3.0	0.000
Florida	435	78.9	0.6	154	81.9	1.0	-3.0*	1.2	0.012
Georgia	237	47.8	1.6	328	71.7	1.2	-23.8*	2.0	0.000
Massachusetts	62	42.0	4.0	322	37.5	1.6	4.4	4.3	0.305
Minnesota	149	45.4	1.6	43	54.1	2.6	-8.7*	3.1	0.005
North Carolina	77	63.0	1.6	248	69.2	1.0	-6.2*	1.9	0.001
Virginia	34	60.5	3.2	173	60.9	1.2	-0.4	3.4	0.907
Overall (7 states)‡	1,098	61.0	0.8	1,598	61.0	1.0	0.0	1.3	0.975
Iowa	54	46.4	3.0	---	---	---	---	---	---
Kansas	49	59.6	3.0	---	---	---	---	---	---
Maryland	676	47.1	1.2	---	---	---	---	---	---
North Dakota	70	40.4	2.2	---	---	---	---	---	---
Overall (4 states)	849	47.2	1.0	---	---	---	---	---	---

SOURCE: 2010–11 Common Core of Data.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-6. Average Percentage of Students Eligible to Receive Free or Reduced-Price Lunch in Middle Schools 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	186	60.9	1.7	311	52.7	1.7	8.2*	2.4	0.001
Florida	106	79.7	1.1	16	80.4	3.4	-0.7	3.5	0.838
Georgia	193	57.7	1.7	54	67.7	2.9	-10.0*	3.4	0.003
North Carolina	34	75.5	2.3	18	76.8	2.4	-1.3	3.3	0.702
Wisconsin	118	40.7	1.8	76	38.4	1.9	2.3	2.6	0.370
Overall (5 states)‡	637	60.1	0.9	475	53.8	1.3	6.3*	1.6	0.000
Iowa	85	46.1	1.8	---	---	---	---	---	---
Maryland	150	33.0	1.9	---	---	---	---	---	---
Massachusetts	162	31.7	2.1	---	---	---	---	---	---
Overall (3 states)	397	35.2	1.2	---	---	---	---	---	---

SOURCE: 2010–11 Common Core of Data.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-7. Average Percentage of Students Who Are Non-White or Hispanic in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	104	66.6	2.5	330	75.0	1.4	-8.4*	2.8	0.003
Florida	435	62.7	1.3	154	79.7	1.9	-17.0*	2.3	0.000
Georgia	237	43.2	1.5	328	67.1	1.7	-23.9*	2.3	0.000
Massachusetts	62	40.3	4.2	322	34.3	1.6	6.0	4.5	0.189
Minnesota	149	29.1	2.0	43	20.4	4.5	8.7	4.9	0.077
North Carolina	78	49.8	3.0	248	49.6	1.9	0.2	3.5	0.964
Virginia	34	56.9	5.9	173	48.5	2.4	8.4	6.3	0.188
Overall (7 states)‡	1,099	51.9	0.9	1,598	67.4	1.0	-15.4*	1.3	0.000
Iowa	54	21.8	2.8	---	---	---	---	---	---
Kansas	49	32.7	3.7	---	---	---	---	---	---
Maryland	676	56.9	1.3	---	---	---	---	---	---
North Dakota	70	17.5	2.5	---	---	---	---	---	---
Overall (4 states)	849	50.5	1.2	---	---	---	---	---	---

SOURCE: 2010–11 Common Core of Data.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-8. Average Percentage of Students Who Are Non-White or Hispanic in Middle Schools 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	186	81.0	1.5	311	67.0	1.6	14.0*	2.1	0.000
Florida	106	76.1	2.2	16	79.2	8.0	-3.1	8.1	0.703
Georgia	193	51.8	2.0	54	59.0	4.5	-7.2	4.9	0.143
North Carolina	34	64.9	4.7	18	65.5	5.6	-0.6	7.3	0.938
Wisconsin	118	27.0	2.1	76	10.0	1.7	16.9*	2.7	0.000
Overall (5 states)‡	637	60.5	1.2	475	58.7	1.5	1.7	1.9	0.374
Iowa	85	22.4	2.2	---	---	---	---	---	---
Maryland	150	44.4	2.4	---	---	---	---	---	---
Massachusetts	162	26.1	2.0	---	---	---	---	---	---
Overall (3 states)	397	32.7	1.4	---	---	---	---	---	---

SOURCE: 2010–11 Common Core of Data.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-9. Percentage of Urban Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	104	46.2	4.9	331	45.9	2.7	0.2	5.6	0.967
Florida	435	33.6	2.3	154	27.9	3.6	5.6	4.3	0.187
Georgia	237	3.4	1.2	328	32.3	2.6	-28.9*	2.8	0.000
Massachusetts	62	16.1	4.7	323	34.1	2.6	-17.9*	5.4	0.001
Minnesota	149	16.1	3.0	44	9.1	4.4	7.0	5.3	0.188
North Carolina	78	15.4	4.1	249	21.7	2.6	-6.3	4.9	0.196
Virginia	34	23.5	7.4	174	29.3	3.5	-5.8	8.1	0.476
Overall (7 states)‡	1,099	23.3	1.3	1,603	39.6	1.8	-16.3*	2.2	0.000
Iowa	54	33.3	6.5	---	---	---	---	---	---
Kansas	51	27.5	6.3	---	---	---	---	---	---
Maryland	676	18.5	1.5	---	---	---	---	---	---
North Dakota	70	15.7	4.4	---	---	---	---	---	---
Overall (4 states)	851	19.7	1.4	---	---	---	---	---	---

SOURCE: 2010–11 Common Core of Data.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-10. Percentage of Urban Middle Schools 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	186	56.5	3.6	312	29.2	2.6	27.3*	4.5	0.000
Florida	106	33.0	4.6	16	18.8	10.1	14.3	10.9	0.192
Georgia	193	7.8	1.9	54	33.3	6.5	-25.6*	6.7	0.000
North Carolina	34	23.5	7.4	18	5.6	5.6	18.0	9.2	0.057
Wisconsin	118	33.1	4.3	77	1.3	1.3	31.7*	4.5	0.000
Overall (5 states)‡	637	31.7	1.8	477	24.7	2.0	7.0*	2.7	0.010
Iowa	85	32.9	5.1	---	---	---	---	---	---
Maryland	150	11.5	3.0	---	---	---	---	---	---
Massachusetts	162	22.2	3.3	---	---	---	---	---	---
Overall (3 states)	397	20.1	2.1	---	---	---	---	---	---

SOURCE: 2010–11 Common Core of Data.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-11. Percentage of Suburban Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: p value
California	104	49.0	4.9	331	42.0	2.7	7.0	5.6	0.210
Florida	435	42.5	2.4	154	52.6	4.0	-10.1*	4.7	0.032
Georgia	237	49.4	3.3	328	30.8	2.6	18.6*	4.1	0.000
Massachusetts	62	77.4	5.4	323	51.1	2.8	26.3*	6.0	0.000
Minnesota	149	30.9	3.8	44	4.5	3.2	26.3*	4.9	0.000
North Carolina	78	16.7	4.2	249	8.8	1.8	7.8	4.6	0.090
Virginia	34	44.1	8.6	174	17.8	2.9	26.3*	9.0	0.004
Overall (7 states)‡	1,099	43.2	1.5	1,603	37.2	1.8	6.0*	2.3	0.010
Iowa	54	5.6	3.1	---	---	---	---	---	---
Kansas	51	13.7	4.9	---	---	---	---	---	---
Maryland	676	61.2	1.9	---	---	---	---	---	---
North Dakota	70	5.7	2.8	---	---	---	---	---	---
Overall (4 states)	851	50.9	1.8	---	---	---	---	---	---

SOURCE: 2010–11 Common Core of Data.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-12. Percentage of Suburban Middle Schools 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	186	40.3	3.6	312	40.1	2.8	0.3	4.6	0.955
Florida	106	45.3	4.9	16	62.5	12.5	-17.2	13.1	0.193
Georgia	193	39.9	3.5	54	7.4	3.6	32.5*	5.0	0.000
North Carolina	34	5.9	4.1	18	0.0	0.0	5.9	4.1	0.159
Wisconsin	118	29.7	4.2	77	6.5	2.8	23.2*	5.1	0.000
Overall (5 states)‡	637	37.2	1.9	477	31.7	2.2	5.5	2.9	0.056
Iowa	85	4.7	2.3	---	---	---	---	---	---
Maryland	150	57.7	4.3	---	---	---	---	---	---
Massachusetts	162	67.9	3.7	---	---	---	---	---	---
Overall (3 states)	397	50.7	2.6	---	---	---	---	---	---

SOURCE: 2010–11 Common Core of Data.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-13. Percentage of Elementary Schools in Towns in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: p value
California	104	1.0	1.0	331	3.3	1.0	-2.3	1.4	0.087
Florida	435	8.5	1.3	154	5.2	1.8	3.3	2.2	0.139
Georgia	237	11.4	2.1	328	8.5	1.5	2.9	2.6	0.269
Massachusetts	62	0.0	0.0	323	2.8	0.9	-2.8*	0.9	0.003
Minnesota	149	28.9	3.7	44	2.3	2.3	26.6*	4.4	0.000
North Carolina	78	16.7	4.2	249	13.3	2.2	3.4	4.7	0.473
Virginia	34	5.9	4.1	174	9.8	2.3	-3.9	4.6	0.403
Overall (7 states)‡	1,099	11.2	1.0	1,603	5.1	0.7	6.0*	1.2	0.000
Iowa	54	37.0	6.6	---	---	---	---	---	---
Kansas	51	37.3	6.8	---	---	---	---	---	---
Maryland	676	3.6	0.7	---	---	---	---	---	---
North Dakota	70	20.0	4.8	---	---	---	---	---	---
Overall (4 states)	851	8.7	0.9	---	---	---	---	---	---

SOURCE: 2010–11 Common Core of Data.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-14. Percentage of Middle Schools in Towns in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	186	1.6	0.9	312	16.7	2.1	-15.1*	2.3	0.000
Florida	106	6.6	2.4	16	6.3	6.3	0.4	6.6	0.957
Georgia	193	10.9	2.2	54	22.2	5.7	-11.3	6.1	0.065
North Carolina	34	17.6	6.6	18	0.0	0.0	17.6*	6.7	0.011
Wisconsin	118	28.8	4.2	77	18.2	4.4	10.6	6.1	0.082
Overall (5 states)‡	637	11.1	1.2	477	16.6	1.7	-5.4*	2.1	0.011
Iowa	85	32.9	5.1	---	---	---	---	---	---
Maryland	150	9.8	2.5	---	---	---	---	---	---
Massachusetts	162	0.6	0.6	---	---	---	---	---	---
Overall (3 states)	397	11.0	1.6	---	---	---	---	---	---

SOURCE: 2010–11 Common Core of Data.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-15. Percentage of Rural Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	104	3.8	1.9	331	8.8	1.6	-4.9*	2.4	0.045
Florida	435	15.4	1.7	154	14.3	2.8	1.1	3.3	0.736
Georgia	237	35.9	3.1	328	28.4	2.5	7.5	4.0	0.061
Massachusetts	62	6.5	3.1	323	12.1	1.8	-5.6	3.6	0.121
Minnesota	149	24.2	3.5	44	84.1	5.6	-59.9*	6.6	0.000
North Carolina	78	51.3	5.7	249	56.2	3.2	-4.9	6.5	0.447
Virginia	34	26.5	7.7	174	43.1	3.8	-16.6	8.5	0.051
Overall (7 states)‡	1,099	22.3	1.3	1,603	18.1	1.2	4.2*	1.7	0.014
Iowa	54	24.1	5.9	---	---	---	---	---	---
Kansas	51	21.6	5.8	---	---	---	---	---	---
Maryland	676	16.8	1.4	---	---	---	---	---	---
North Dakota	70	58.6	5.9	---	---	---	---	---	---
Overall (4 states)	851	20.7	1.4	---	---	---	---	---	---

SOURCE: 2010–11 Common Core of Data.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-16. Percentage of Rural Middle Schools 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	186	1.6	0.9	312	14.1	2.0	-12.5*	2.2	0.000
Florida	106	15.1	3.5	16	12.5	8.5	2.6	9.0	0.775
Georgia	193	41.5	3.6	54	37.0	6.6	4.4	7.5	0.557
North Carolina	34	52.9	8.7	18	94.4	5.6	-41.5*	10.3	0.000
Wisconsin	118	8.5	2.6	77	74.0	5.0	-65.6*	5.6	0.000
Overall (5 states)‡	637	19.9	1.6	477	27.1	2.0	-7.1*	2.6	0.005
Iowa	85	29.4	5.0	---	---	---	---	---	---
Maryland	150	21.0	3.3	---	---	---	---	---	---
Massachusetts	162	9.3	2.3	---	---	---	---	---	---
Overall (3 states)	397	18.1	1.9	---	---	---	---	---	---

SOURCE: 2010–11 Common Core of Data.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-17. Percentage of Elementary Schools That Had Students Who Attended a Central District Program for Students With Disabilities in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	68	25.0	5.3	225	23.6	2.8	1.4	6.0	0.809
Florida	351	34.8	2.5	115	33.9	4.4	0.8	5.1	0.869
Georgia	196	33.2	3.4	287	31.0	2.7	2.2	4.3	0.620
Massachusetts	53	26.4	6.1	268	42.9	3.0	-16.5*	6.8	0.016
Minnesota	111	46.8	4.8	36	13.9	5.8	33.0*	7.5	0.000
North Carolina	69	39.1	5.9	218	29.8	3.1	9.3	6.7	0.163
Virginia	23	34.8	10.2	134	35.8	4.2	-1.0	10.8	0.924
Overall (7 states)‡	871	35.0	1.6	1,283	27.8	1.8	7.2*	2.4	0.003
Iowa	47	19.1	5.8	---	---	---	---	---	---
Kansas	42	31.0	7.2	---	---	---	---	---	---
Maryland	550	56.6	2.2	---	---	---	---	---	---
North Dakota	57	12.3	4.4	---	---	---	---	---	---
Overall (4 states)	696	49.4	1.9	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-18. Percentage of Middle Schools That Had Students Who Attended a Central District Program for Students With Disabilities in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	137	27.7	3.8	224	13.4	2.3	14.3*	4.5	0.001
Florida	72	51.4	5.9	11	18.2	12.2	33.2*	13.2	0.014
Georgia	165	41.2	3.8	40	22.5	6.7	18.7*	7.7	0.016
North Carolina	29	20.7	7.7	16	25.0	11.2	-4.3	13.5	0.751
Wisconsin	98	12.2	3.3	60	6.7	3.2	5.6	4.6	0.232
Overall (5 states)‡	501	32.1	2.1	351	13.9	1.9	18.3*	2.8	0.000
Iowa	73	20.5	4.8	---	---	---	---	---	---
Maryland	129	47.9	4.7	---	---	---	---	---	---
Massachusetts	138	31.2	4.0	---	---	---	---	---	---
Overall (3 states)	340	35.8	2.7	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-19. Percentage of Elementary Schools That Housed a Central District Program for Students With Disabilities in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	68	30.9	5.6	226	18.1	2.6	12.7*	6.2	0.040
Florida	352	29.8	2.4	116	24.1	4.0	5.7	4.7	0.224
Georgia	196	23.0	3.0	287	18.5	2.3	4.5	3.8	0.236
Massachusetts	53	28.3	6.2	268	31.3	2.8	-3.0	6.8	0.656
Minnesota	111	34.2	4.5	36	11.1	5.3	23.1*	7.0	0.001
North Carolina	69	26.1	5.3	219	18.3	2.6	7.7	5.9	0.192
Virginia	23	30.4	9.8	134	23.1	3.7	7.3	10.3	0.481
Overall (7 states)†	872	28.6	1.5	1,285	19.8	1.6	8.8*	2.2	0.000
Iowa	47	23.4	6.2	---	---	---	---	---	---
Kansas	42	14.3	5.5	---	---	---	---	---	---
Maryland	550	28.2	2.0	---	---	---	---	---	---
North Dakota	57	7.0	3.4	---	---	---	---	---	---
Overall (4 states)	696	25.5	1.7	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: †The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-20. Percentage of Middle Schools That Housed a Central District Program for Students With Disabilities in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	137	19.0	3.4	224	13.4	2.3	5.6	4.1	0.170
Florida	72	27.8	5.3	12	41.7	14.9	-13.9	15.4	0.369
Georgia	165	25.5	3.4	40	7.5	4.2	18.0*	5.4	0.001
North Carolina	29	13.8	6.5	16	6.3	6.3	7.5	9.0	0.407
Wisconsin	98	5.1	2.2	60	1.7	1.7	3.4	2.8	0.220
Overall (5 states)‡	501	19.4	1.8	352	11.7	1.7	7.7*	2.5	0.002
Iowa	73	12.3	3.9	---	---	---	---	---	---
Maryland	129	31.2	4.3	---	---	---	---	---	---
Massachusetts	139	27.3	3.8	---	---	---	---	---	---
Overall (3 states)	341	25.9	2.5	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-21. Number of Special Education Teachers per 100 Students With Disabilities in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	66	5.8	0.3	217	5.0	0.2	0.8*	0.3	0.018
Florida	344	7.1	0.2	114	8.4	1.1	-1.2	1.1	0.261
Georgia	195	9.1	0.3	273	9.3	0.3	-0.2	0.4	0.636
Massachusetts	51	8.4	0.7	257	7.9	0.3	0.5	0.7	0.534
Minnesota	102	6.5	0.3	33	8.5	0.9	-2.0*	1.0	0.041
North Carolina	70	5.4	0.3	215	5.9	0.2	-0.5	0.3	0.121
Virginia	22	11.1	2.2	129	9.5	0.4	1.6	2.2	0.455
Overall (7 states)‡	850	7.4	0.2	1,238	6.3	0.2	1.1*	0.2	0.000
Iowa	47	9.8	0.7	---	---	---	---	---	---
Kansas	42	7.2	0.5	---	---	---	---	---	---
Maryland	540	8.4	0.2	---	---	---	---	---	---
North Dakota	56	7.7	0.7	---	---	---	---	---	---
Overall (4 states)	685	8.4	0.2	---	---	---	---	---	---

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-22. Number of Special Education Teachers per 100 Students With Disabilities in Middle Schools 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	132	5.4	0.1	215	5.4	0.1	0.0	0.2	0.817
Florida	70	6.2	0.8	12	5.9	1.2	0.3	1.4	0.826
Georgia	162	10.3	0.2	40	9.2	0.5	1.1	0.6	0.058
North Carolina	29	6.5	0.4	15	7.1	0.5	-0.6	0.7	0.411
Wisconsin	91	8.1	0.3	47	7.1	1.1	1.1	1.1	0.352
Overall (5 states)‡	484	7.7	0.2	329	6.1	0.2	1.6*	0.3	0.000
Iowa	68	8.7	0.3	---	---	---	---	---	---
Maryland	127	9.5	0.3	---	---	---	---	---	---
Massachusetts	131	7.9	0.3	---	---	---	---	---	---
Overall (3 states)	326	8.7	0.2	---	---	---	---	---	---

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-23. Number of Regular Education Teachers per 100 Students With Disabilities in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	66	26.6	1.4	217	49.7	1.6	-23.0*	2.2	0.000
Florida	344	40.2	1.0	114	70.6	3.5	-30.4*	3.6	0.000
Georgia	195	46.7	1.4	273	76.0	2.5	-29.3*	2.9	0.000
Massachusetts	51	30.0	2.7	256	38.2	1.1	-8.3*	2.9	0.004
Minnesota	102	31.6	1.3	33	54.6	7.0	-23.0*	7.1	0.002
North Carolina	70	38.5	1.7	215	49.5	1.6	-11.0*	2.3	0.000
Virginia	21	47.9	9.0	129	60.3	3.8	-12.5	9.7	0.200
Overall (7 states)‡	849	39.0	0.7	1,237	53.6	1.1	-14.6*	1.3	0.000
Iowa	47	38.5	2.8	---	---	---	---	---	---
Kansas	42	45.1	4.2	---	---	---	---	---	---
Maryland	540	51.7	1.3	---	---	---	---	---	---
North Dakota	56	42.9	3.1	---	---	---	---	---	---
Overall (4 states)	685	49.8	1.1	---	---	---	---	---	---

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-24. Number of Regular Education Teachers per 100 Students With Disabilities in Middle Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	132	33.3	1.0	215	42.4	1.4	-9.1*	1.8	0.000
Florida	70	31.8	1.7	12	68.2	8.1	-36.4*	8.0	0.000
Georgia	162	44.6	1.4	40	59.3	4.3	-14.7*	4.5	0.001
North Carolina	28	42.3	3.2	15	60.4	5.8	-18.1*	6.6	0.009
Wisconsin	91	37.8	1.9	47	51.1	8.4	-13.2	8.6	0.124
Overall (5 states)‡	483	38.3	0.8	329	46.7	1.6	-8.5*	1.7	0.000
Iowa	68	39.7	2.2	---	---	---	---	---	---
Maryland	127	61.5	2.7	---	---	---	---	---	---
Massachusetts	130	34.9	1.3	---	---	---	---	---	---
Overall (3 states)	325	47.0	1.5	---	---	---	---	---	---

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-25. Number of Related Service Providers per 100 Students With Disabilities in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	66	4.5	0.4	217	5.2	0.3	-0.7	0.5	0.152
Florida	344	5.3	0.2	114	7.5	0.5	-2.2*	0.6	0.000
Georgia	195	5.7	0.2	272	8.2	0.4	-2.5*	0.4	0.000
Massachusetts	51	5.8	0.6	257	8.4	0.4	-2.6*	0.7	0.000
Minnesota	102	4.8	0.3	33	8.6	1.1	-3.8*	1.1	0.001
North Carolina	70	5.5	0.4	215	8.6	0.5	-3.1*	0.6	0.000
Virginia	22	7.0	1.1	129	9.8	0.7	-2.8*	1.3	0.031
Overall (7 states)‡	850	5.4	0.1	1,237	6.6	0.2	-1.2*	0.2	0.000
Iowa	47	5.7	0.6	---	---	---	---	---	---
Kansas	42	8.8	0.9	---	---	---	---	---	---
Maryland	539	9.0	0.3	---	---	---	---	---	---
North Dakota	56	7.1	0.5	---	---	---	---	---	---
Overall (4 states)	684	8.6	0.3	---	---	---	---	---	---

SOURCE: 2010–11 Principal Survey.

NOTES: Related service providers include speech therapists, physical therapists, occupational therapists, school psychologists, and guidance counselors.

‡ The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-26. Number of Related Service Providers per 100 Students With Disabilities in Middle Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	132	3.4	0.2	214	3.8	0.2	-0.4	0.2	0.051
Florida	70	2.8	0.2	12	6.2	2.2	-3.3	2.1	0.119
Georgia	162	4.0	0.2	40	5.8	0.7	-1.8*	0.7	0.010
North Carolina	29	4.2	0.4	15	11.3	2.3	-7.2*	2.3	0.004
Wisconsin	91	4.9	0.3	47	6.3	1.2	-1.4	1.3	0.259
Overall (5 states)‡	484	3.8	0.1	328	4.7	0.2	-0.9*	0.3	0.001
Iowa	68	3.3	0.3	---	---	---	---	---	---
Maryland	126	6.6	0.3	---	---	---	---	---	---
Massachusetts	131	4.6	0.2	---	---	---	---	---	---
Overall (3 states)	325	5.2	0.2	---	---	---	---	---	---

SOURCE: 2010–11 Principal Survey.

NOTES: Related service providers include speech therapists, physical therapists, occupational therapists, school psychologists, and guidance counselors.

‡ The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-27. Number of Classroom Paraprofessionals per 100 Students With Disabilities in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	66	10.4	0.9	217	11.2	0.7	-0.8	1.1	0.477
Florida	342	8.5	0.4	114	12.3	1.1	-3.7*	1.2	0.002
Georgia	195	14.1	0.7	273	22.3	1.0	-8.2*	1.2	0.000
Massachusetts	51	10.4	1.1	257	15.5	0.7	-5.1*	1.3	0.000
Minnesota	102	9.1	0.8	33	17.6	2.5	-8.5*	2.6	0.002
North Carolina	70	17.4	1.4	215	24.2	0.9	-6.7*	1.6	0.000
Virginia	21	12.3	2.0	129	20.0	1.5	-7.7*	2.5	0.002
Overall (7 states)‡	847	11.0	0.3	1,238	14.9	0.5	-3.9*	0.6	0.000
Iowa	47	11.1	1.7	---	---	---	---	---	---
Kansas	42	22.0	2.7	---	---	---	---	---	---
Maryland	540	12.8	0.5	---	---	---	---	---	---
North Dakota	56	11.1	1.3	---	---	---	---	---	---
Overall (4 states)	685	13.1	0.4	---	---	---	---	---	---

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-28. Number of Classroom Paraprofessionals per 100 Students With Disabilities in Middle Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	132	7.5	0.4	215	8.1	0.4	-0.6	0.6	0.267
Florida	70	3.6	0.6	12	3.2	1.1	0.5	1.2	0.706
Georgia	162	5.5	0.3	40	6.7	0.7	-1.3	0.8	0.094
North Carolina	29	5.4	0.6	15	5.9	1.2	-0.4	1.3	0.749
Wisconsin	91	6.9	0.5	47	6.8	0.9	0.1	1.1	0.915
Overall (5 states)‡	484	6.0	0.2	329	7.6	0.3	-1.6*	0.4	0.000
Iowa	68	9.3	0.9	---	---	---	---	---	---
Maryland	127	7.8	0.5	---	---	---	---	---	---
Massachusetts	131	8.7	0.4	---	---	---	---	---	---
Overall (3 states)	326	8.5	0.3	---	---	---	---	---	---

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-29. Number of One-to-One Paraprofessionals per 100 Students With Disabilities in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	66	3.4	0.5	217	3.6	0.3	-0.2	0.5	0.681
Florida	343	1.5	0.2	114	0.9	0.2	0.6*	0.2	0.018
Georgia	195	1.3	0.1	273	2.9	0.3	-1.6*	0.3	0.000
Massachusetts	51	4.6	0.8	256	4.7	0.4	0.0	0.9	0.985
Minnesota	102	6.9	0.8	33	8.4	1.4	-1.5	1.6	0.341
North Carolina	70	1.5	0.2	214	1.4	0.2	0.1	0.2	0.668
Virginia	21	1.9	0.6	129	3.6	0.4	-1.7*	0.7	0.014
Overall (7 states)‡	848	2.4	0.1	1,236	3.3	0.2	-0.8*	0.2	0.000
Iowa	47	11.3	1.6	---	---	---	---	---	---
Kansas	42	7.1	1.5	---	---	---	---	---	---
Maryland	539	6.2	0.3	---	---	---	---	---	---
North Dakota	56	6.1	0.9	---	---	---	---	---	---
Overall (4 states)	684	6.6	0.3	---	---	---	---	---	---

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-30. Number of One-to-One Paraprofessionals per 100 Students With Disabilities in Middle Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	132	2.5	0.2	215	2.2	0.2	0.2	0.3	0.436
Florida	70	0.7	0.1	12	0.3	0.3	0.4	0.3	0.133
Georgia	161	1.2	0.1	40	1.5	0.4	-0.3	0.4	0.399
North Carolina	29	1.0	0.2	15	2.0	0.9	-1.0	0.9	0.299
Wisconsin	91	2.1	0.3	47	3.0	0.7	-1.0	0.7	0.187
Overall (5 states)‡	483	1.6	0.1	329	2.2	0.2	-0.6*	0.2	0.003
Iowa	68	4.5	0.6	---	---	---	---	---	---
Maryland	126	3.6	0.3	---	---	---	---	---	---
Massachusetts	130	2.6	0.2	---	---	---	---	---	---
Overall (3 states)	324	3.4	0.2	---	---	---	---	---	---

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Appendix E: Chapter 5, School Programs and Student Support Strategies in SWD-Accountable and Non-SWD-Accountable Schools—State-Level Tables

Exhibit E-1. Percentage of Elementary Schools That Implemented a New Program or Curriculum in Reading or English Language Arts Between 2005–06 and 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	71	59.2	5.9	229	50.7	3.3	8.5	6.7	0.207
Florida	363	73.6	2.3	120	65.0	4.4	8.6	4.9	0.084
Georgia	198	63.1	3.4	291	65.6	2.8	-2.5	4.4	0.572
Massachusetts	54	83.3	5.1	271	76.0	2.6	7.3	5.7	0.201
Minnesota	113	66.4	4.5	36	63.9	8.1	2.5	9.2	0.788
North Carolina	70	77.1	5.1	222	61.7	3.3	15.4*	6.0	0.011
Virginia	23	65.2	10.2	139	57.6	4.2	7.7	10.8	0.481
Overall (7 states)‡	892	69.8	1.5	1,308	56.6	2.0	13.2*	2.6	0.000
Iowa	49	63.3	7.0	---	---	---	---	---	---
Kansas	43	48.8	7.7	---	---	---	---	---	---
Maryland	558	51.1	2.2	---	---	---	---	---	---
North Dakota	57	71.9	6.0	---	---	---	---	---	---
Overall (4 states)	707	53.3	1.9	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit E-2. Percentage of Middle Schools That Implemented a New Program or Curriculum in Reading or English Language Arts Between 2005–06 and 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	138	69.6	3.9	229	62.0	3.2	7.6	5.1	0.137
Florida	73	65.8	5.6	12	66.7	14.2	-0.9	14.9	0.951
Georgia	173	54.3	3.8	40	50.0	8.0	4.3	8.8	0.623
North Carolina	29	44.8	9.4	16	56.3	12.8	-11.4	15.8	0.474
Wisconsin	101	68.3	4.7	61	52.5	6.4	15.9*	7.9	0.048
Overall (5 states)‡	514	62.3	2.1	358	59.4	2.6	2.9	3.4	0.396
Iowa	73	67.1	5.5	---	---	---	---	---	---
Maryland	129	63.2	4.5	---	---	---	---	---	---
Massachusetts	141	54.6	4.2	---	---	---	---	---	---
Overall (3 states)	343	60.7	2.7	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit E-3. Percentage of Elementary Schools That Implemented a New Program or Curriculum in Mathematics Between 2005–06 and 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	71	73.2	5.3	229	67.2	3.1	6.0	6.1	0.329
Florida	363	86.5	1.8	120	83.3	3.4	3.2	3.9	0.411
Georgia	198	74.8	3.1	291	61.5	2.9	13.2*	4.2	0.002
Massachusetts	54	61.1	6.7	271	59.8	3.0	1.3	7.3	0.855
Minnesota	113	62.8	4.6	36	63.9	8.1	-1.1	9.3	0.909
North Carolina	70	80.0	4.8	222	55.9	3.3	24.1*	5.8	0.000
Virginia	23	43.5	10.6	139	41.0	4.2	2.5	11.2	0.826
Overall (7 states)‡	892	76.7	1.4	1,308	63.6	1.9	13.1*	2.4	0.000
Iowa	49	51.0	7.2	---	---	---	---	---	---
Kansas	43	62.8	7.5	---	---	---	---	---	---
Maryland	558	52.8	2.2	---	---	---	---	---	---
North Dakota	57	52.6	6.7	---	---	---	---	---	---
Overall (4 states)	707	53.2	1.9						

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit E-4. Percentage of Middle Schools That Implemented a New Program or Curriculum in Mathematics Between 2005–06 and 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	138	55.1	4.2	229	58.5	3.3	-3.4	5.4	0.521
Florida	73	69.9	5.4	12	58.3	14.9	11.5	15.4	0.456
Georgia	173	63.0	3.7	40	45.0	8.0	18.0*	8.7	0.040
North Carolina	29	24.1	8.1	16	43.8	12.8	-19.6	15.1	0.200
Wisconsin	101	52.5	5.0	61	55.7	6.4	-3.2	8.1	0.688
Overall (5 states)‡	514	57.6	2.2	358	56.3	2.6	1.3	3.4	0.697
Iowa	73	49.3	5.9	---	---	---	---	---	---
Maryland	129	59.4	4.7	---	---	---	---	---	---
Massachusetts	141	63.8	4.1	---	---	---	---	---	---
Overall (3 states)	343	59.1	2.8	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit E-5. Percentage of Elementary Schools That Implemented Reading Across the Curriculum Between 2005–06 and 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	71	28.2	5.4	229	21.8	2.7	6.3	6.0	0.293
Florida	363	44.1	2.6	120	43.3	4.5	0.7	5.2	0.887
Georgia	198	36.4	3.4	291	33.3	2.8	3.0	4.4	0.492
Massachusetts	54	46.3	6.8	271	36.2	2.9	10.1	7.4	0.172
Minnesota	113	25.7	4.1	36	33.3	8.0	-7.7	8.9	0.392
North Carolina	70	31.4	5.6	222	30.6	3.1	0.8	6.4	0.900
Virginia	23	30.4	9.8	139	26.6	3.8	3.8	10.4	0.713
Overall (7 states)‡	892	37.6	1.6	1,308	26.5	1.7	11.0*	2.4	0.000
Iowa	49	20.4	5.8	---	---	---	---	---	---
Kansas	43	11.6	4.9	---	---	---	---	---	---
Maryland	558	28.8	2.0	---	---	---	---	---	---
North Dakota	57	15.8	4.9	---	---	---	---	---	---
Overall (4 states)	707	26.3	1.7						

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit E-6. Percentage of Middle Schools That Implemented Reading Across the Curriculum Between 2005–06 and 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	138	34.1	4.0	229	27.5	3.0	6.5	5.0	0.192
Florida	73	71.2	5.3	12	66.7	14.2	4.6	14.8	0.758
Georgia	173	51.4	3.8	40	55.0	8.0	-3.6	8.8	0.686
North Carolina	29	51.7	9.4	16	75.0	11.2	-23.3	14.6	0.118
Wisconsin	101	36.6	4.8	61	29.5	5.9	7.1	7.6	0.350
Overall (5 states)‡	514	46.7	2.2	358	33.3	2.5	13.3*	3.3	0.000
Iowa	73	35.6	5.6	---	---	---	---	---	---
Maryland	129	40.9	4.6	---	---	---	---	---	---
Massachusetts	141	41.1	4.2	---	---	---	---	---	---
Overall (3 states)	343	39.9	2.7	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit E-7. Percentage of Elementary Schools That Implemented a Comprehensive School Reform Program Between 2005–06 and 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	71	5.6	2.8	229	8.3	1.8	-2.7	3.3	0.420
Florida	363	11.6	1.7	120	10.8	2.8	0.7	3.3	0.824
Georgia	198	8.6	2.0	291	19.6	2.3	-11.0*	3.1	0.000
Massachusetts	54	13.0	4.6	271	7.0	1.6	5.9	4.8	0.220
Minnesota	113	8.8	2.7	36	11.1	5.3	-2.3	5.9	0.703
North Carolina	70	5.7	2.8	222	7.2	1.7	-1.5	3.3	0.650
Virginia	23	4.3	4.3	139	10.1	2.6	-5.7	5.0	0.253
Overall (7 states)‡	892	9.5	1.0	1,308	9.7	1.1	-0.2	1.5	0.917
Iowa	49	4.1	2.9	---	---	---	---	---	---
Kansas	43	4.7	3.2	---	---	---	---	---	---
Maryland	558	11.5	1.3	---	---	---	---	---	---
North Dakota	57	5.3	3.0	---	---	---	---	---	---
Overall (4 states)	707	10.2	1.1	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit E-8. Percentage of Middle Schools That Implemented a Comprehensive School Reform Program Between 2005–06 and 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	138	11.6	2.7	229	14.8	2.4	-3.2	3.6	0.368
Florida	73	15.1	4.2	12	8.3	8.3	6.7	9.1	0.462
Georgia	173	12.1	2.5	40	15.0	5.7	-2.9	6.2	0.645
North Carolina	29	17.2	7.1	16	12.5	8.5	4.7	11.1	0.671
Wisconsin	101	8.9	2.8	61	3.3	2.3	5.6	3.7	0.126
Overall (5 states)‡	514	12.1	1.4	358	12.9	1.8	-0.8	2.3	0.715
Iowa	73	2.7	1.9	---	---	---	---	---	---
Maryland	129	5.5	1.9	---	---	---	---	---	---
Massachusetts	141	6.4	2.1	---	---	---	---	---	---
Overall (3 states)	343	5.3	1.2	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Exhibit E-9. Percentage of Elementary Schools That Used a Tiered Instructional Intervention System Targeting Students at Risk, to Some Extent or to a Great Extent in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	70	82.9	4.5	228	75.0	2.9	7.9	5.4	0.144
Florida	357	93.2	1.3	120	92.5	2.4	0.8	2.8	0.778
Georgia	195	96.4	1.3	290	92.4	1.6	4.0	2.1	0.052
Massachusetts	54	79.6	5.5	269	80.7	2.4	-1.0	6.0	0.863
Minnesota	112	83.0	3.6	36	50.0	8.5	33.0*	9.1	0.000
North Carolina	70	85.7	4.2	220	76.8	2.9	8.9	5.1	0.081
Virginia	23	91.3	6.0	139	79.1	3.5	12.2	6.9	0.078
Overall (7 states)‡	881	90.4	1.0	1,302	78.5	1.7	11.8*	2.0	0.000
Iowa	49	69.4	6.7	---	---	---	---	---	---
Kansas	43	88.4	4.9	---	---	---	---	---	---
Maryland	553	82.6	1.6	---	---	---	---	---	---
North Dakota	56	78.6	5.5	---	---	---	---	---	---
Overall (4 states)	701	81.8	1.5	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit E-10. Percentage of Middle Schools That Used a Tiered Instructional Intervention System Targeting Students at Risk, to Some Extent or to a Great Extent in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	137	70.1	3.9	228	67.5	3.1	2.5	5.0	0.614
Florida	72	86.1	4.1	12	83.3	11.2	2.8	11.6	0.812
Georgia	173	83.8	2.8	39	87.2	5.4	-3.4	6.1	0.580
North Carolina	28	67.9	9.0	15	66.7	12.6	1.2	15.4	0.939
Wisconsin	100	51.0	5.0	61	49.2	6.5	1.8	8.2	0.824
Overall (5 states)‡	510	73.1	2.0	355	67.1	2.5	6.0	3.2	0.059
Iowa	72	61.1	5.8	---	---	---	---	---	---
Maryland	129	75.3	4.3	---	---	---	---	---	---
Massachusetts	140	56.4	4.2	---	---	---	---	---	---
Overall (3 states)	341	65.1	2.7	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Exhibit E-11. Percentage of Elementary Schools That Used Positive Behavioral Interventions and Supports, to Some Extent or to a Great Extent in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	69	62.3	5.9	226	56.6	3.3	5.7	6.7	0.399
Florida	357	71.1	2.4	120	61.7	4.5	9.5	5.1	0.061
Georgia	197	60.9	3.5	290	66.2	2.8	-5.3	4.5	0.236
Massachusetts	54	61.1	6.7	270	51.5	3.0	9.6	7.3	0.189
Minnesota	112	42.0	4.7	36	36.1	8.1	5.9	9.3	0.531
North Carolina	70	64.3	5.8	221	57.5	3.3	6.8	6.6	0.306
Virginia	23	60.9	10.4	139	59.0	4.2	1.9	11.1	0.866
Overall (7 states)‡	882	63.0	1.6	1,302	57.7	2.0	5.3*	2.6	0.039
Iowa	49	59.2	7.1	---	---	---	---	---	---
Kansas	43	60.5	7.5	---	---	---	---	---	---
Maryland	556	64.1	2.1	---	---	---	---	---	---
North Dakota	56	44.6	6.7	---	---	---	---	---	---
Overall (4 states)	704	62.1	1.9	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit E-12. Percentage of Middle Schools That Used Positive Behavioral Interventions and Supports, to Some Extent or to a Great Extent in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	137	67.2	4.0	227	57.7	3.3	9.4	5.2	0.070
Florida	72	79.2	4.8	12	75.0	13.1	4.2	13.5	0.759
Georgia	173	63.6	3.7	39	64.1	7.8	-0.5	8.5	0.952
North Carolina	29	62.1	9.2	16	62.5	12.5	-0.4	15.4	0.978
Wisconsin	100	57.0	5.0	61	29.5	5.9	27.5*	7.7	0.000
Overall (5 states)‡	511	65.4	2.1	355	54.9	2.7	10.5*	3.4	0.002
Iowa	72	50.0	5.9	---	---	---	---	---	---
Maryland	129	71.2	4.4	---	---	---	---	---	---
Massachusetts	140	45.7	4.2	---	---	---	---	---	---
Overall (3 states)	341	56.9	2.8	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

"---" indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit E-13. Percentage of Elementary Schools That Used Test Preparation Instruction, to Some Extent or to a Great Extent in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	69	75.4	5.2	227	71.8	3.0	3.6	6.0	0.554
Florida	356	74.2	2.3	120	80.0	3.7	-5.8	4.3	0.178
Georgia	196	88.3	2.3	290	86.9	2.0	1.4	3.0	0.653
Massachusetts	54	66.7	6.5	268	80.2	2.4	-13.6*	6.9	0.050
Minnesota	111	73.0	4.2	36	66.7	8.0	6.3	9.0	0.484
North Carolina	70	87.1	4.0	220	86.4	2.3	0.8	4.6	0.867
Virginia	23	82.6	8.1	139	92.8	2.2	-10.2	8.3	0.218
Overall (7 states)‡	879	78.0	1.4	1,300	77.5	1.8	0.5	2.3	0.828
Iowa	49	55.1	7.2	---	---	---	---	---	---
Kansas	43	83.7	5.7	---	---	---	---	---	---
Maryland	552	71.9	1.9	---	---	---	---	---	---
North Dakota	56	46.4	6.7	---	---	---	---	---	---
Overall (4 states)	700	69.5	1.8	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit E-14. Percentage of Middle Schools That Used Test Preparation Instruction, to Some Extent or to a Great Extent in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	137	77.4	3.6	224	71.9	3.0	5.5	4.7	0.241
Florida	72	72.2	5.3	12	75.0	13.1	-2.8	13.7	0.840
Georgia	173	82.1	2.9	39	87.2	5.4	-5.1	6.1	0.406
North Carolina	28	75.0	8.3	16	93.8	6.3	-18.8	10.4	0.079
Wisconsin	100	54.0	5.0	60	43.3	6.5	10.7	8.2	0.193
Overall (5 states)‡	510	73.5	2.0	351	70.1	2.5	3.4	3.1	0.276
Iowa	72	55.6	5.9	---	---	---	---	---	---
Maryland	129	70.1	4.3	---	---	---	---	---	---
Massachusetts	139	70.5	3.9	---	---	---	---	---	---
Overall (3 states)	340	67.3	2.6	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Exhibit E-15. Percentage of Elementary Schools That Used Instructional and Assistive Technology, to Some Extent or to a Great Extent in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	68	66.2	5.8	227	63.4	3.2	2.7	6.6	0.678
Florida	353	79.9	2.1	119	78.2	3.8	1.7	4.4	0.691
Georgia	195	85.6	2.5	288	82.3	2.3	3.3	3.4	0.322
Massachusetts	54	75.9	5.9	268	68.7	2.8	7.3	6.5	0.264
Minnesota	111	73.0	4.2	36	44.4	8.4	28.5*	9.4	0.003
North Carolina	70	87.1	4.0	218	74.8	2.9	12.4*	5.0	0.014
Virginia	23	69.6	9.8	139	82.0	3.3	-12.4	10.2	0.224
Overall (7 states)‡	874	79.3	1.4	1,295	69.0	2.0	10.3*	2.4	0.000
Iowa	49	73.5	6.4	---	---	---	---	---	---
Kansas	43	79.1	6.3	---	---	---	---	---	---
Maryland	550	74.8	1.9	---	---	---	---	---	---
North Dakota	56	76.8	5.7	---	---	---	---	---	---
Overall (4 states)	698	75.1	1.7	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit E-16. Percentage of Middle Schools That Used Instructional and Assistive Technology, to Some Extent or to a Great Extent in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	137	65.0	4.1	226	61.5	3.2	3.5	5.2	0.508
Florida	70	70.0	5.5	12	66.7	14.2	3.3	14.9	0.823
Georgia	173	76.9	3.2	39	89.7	4.9	-12.9*	5.8	0.029
North Carolina	28	71.4	8.7	15	100	0.0	-28.6*	8.7	0.002
Wisconsin	100	68.0	4.7	61	78.7	5.3	-10.7	7.1	0.132
Overall (5 states)‡	508	70.7	2.0	353	68.2	2.5	2.4	3.2	0.452
Iowa	72	69.4	5.5	---	---	---	---	---	---
Maryland	128	85.9	3.2	---	---	---	---	---	---
Massachusetts	138	74.6	3.7	---	---	---	---	---	---
Overall (3 states)	338	78.2	2.3	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Appendix F: Chapter 6, Instructional Time, Structure, and Settings in SWD-Accountable and Non-SWD- Accountable Schools—State-Level Tables

Exhibit F-1. Percentage of Elementary Schools That Provided Two or Three Hours of Instructional Time (Versus One Hour) per Day in Mathematics in Grades 1–2 in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	84	21.4	4.5	256	22.3	2.6	-0.8	5.2	0.872
Florida	378	13.2	1.7	129	21.7	3.6	-8.4*	4.0	0.036
Georgia	194	43.3	3.6	294	49.7	2.9	-6.4	4.6	0.168
Massachusetts	36	41.7	8.3	267	28.1	2.8	13.6	8.7	0.119
Minnesota	120	20.8	3.7	39	17.9	6.2	2.9	7.2	0.690
North Carolina	64	32.8	5.9	220	45.0	3.4	-12.2	6.8	0.073
Virginia	22	31.8	10.1	150	14.7	2.9	17.2	10.4	0.101
Overall (7 states)‡	898	24.5	1.4	1,355	27.0	1.7	-2.5	2.2	0.254
Iowa	45	15.6	5.5	---	---	---	---	---	---
Kansas	42	42.9	7.7	---	---	---	---	---	---
Maryland	551	30.9	2.0	---	---	---	---	---	---
North Dakota	60	5.0	2.8	---	---	---	---	---	---
Overall (4 states)	698	28.5	1.7	---	---	---	---	---	---

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-2. Percentage of Elementary Schools That Provided Two or Three Hours of Instructional Time (Versus One Hour) per Day in Mathematics in Grades 3–5 in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	83	28.9	5.0	259	28.6	2.8	0.3	5.7	0.952
Florida	381	18.4	2.0	129	25.6	3.9	-7.2	4.3	0.097
Georgia	214	52.3	3.4	295	59.3	2.9	-7.0	4.5	0.118
Massachusetts	54	37.0	6.6	271	34.3	2.9	2.7	7.2	0.706
Minnesota	124	28.2	4.1	39	17.9	6.2	10.3	7.4	0.167
North Carolina	70	52.9	6.0	221	53.3	3.4	-0.5	6.9	0.938
Virginia	27	33.3	9.2	151	13.9	2.8	19.4*	9.6	0.044
Overall (7 states)‡	953	32.2	1.5	1,365	33.2	1.8	-1.0	2.4	0.691
Iowa	50	14.0	5.0	---	---	---	---	---	---
Kansas	45	35.6	7.2	---	---	---	---	---	---
Maryland	562	36.4	2.1	---	---	---	---	---	---
North Dakota	61	6.6	3.2	---	---	---	---	---	---
Overall (4 states)	718	32.5	1.7	---	---	---	---	---	---

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-3. Percentage of Middle Schools That Provided Two or Three Hours of Instructional Time (Versus One Hour) per Day in Mathematics in Grades 6–8 in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	156	26.9	3.6	251	20.3	2.5	6.6	4.4	0.132
Florida	81	23.5	4.7	13	23.1	12.2	0.4	12.7	0.976
Georgia	175	37.7	3.7	36	38.9	8.2	-1.2	9.0	0.896
North Carolina	28	53.6	9.6	12	41.7	14.9	11.9	17.5	0.501
Wisconsin	101	8.9	2.8	64	7.8	3.4	1.1	4.4	0.804
Overall (5 states)‡	541	27.9	1.9	376	20.7	2.1	7.2*	2.9	0.011
Iowa	76	9.2	3.3	---	---	---	---	---	---
Maryland	128	39.1	4.6	---	---	---	---	---	---
Massachusetts	147	19.7	3.3	---	---	---	---	---	---
Overall (3 states)	351	25.1	2.4	---	---	---	---	---	---

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-4. Percentage of Elementary Schools That Provided Three Hours of Instructional Time (Versus One or Two Hours) per Day in Reading in Grades 1–2 in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	82	42.7	5.5	248	38.7	3.1	4.0	6.3	0.528
Florida	376	17.6	2.0	125	14.4	3.2	3.2	3.7	0.396
Georgia	192	21.9	3.0	290	21.4	2.4	0.5	3.8	0.897
Massachusetts	35	34.3	8.1	264	20.1	2.5	14.2	8.4	0.093
Minnesota	120	10.8	2.8	38	5.3	3.7	5.6	4.6	0.231
North Carolina	63	23.8	5.4	216	8.8	1.9	15.0*	5.7	0.009
Virginia	22	13.6	7.5	150	22.0	3.4	-8.4	8.1	0.304
Overall (7 states)‡	890	20.9	1.4	1,331	30.2	2.0	-9.3*	2.4	0.000
Iowa	45	17.8	5.8	---	---	---	---	---	---
Kansas	41	17.1	5.9	---	---	---	---	---	---
Maryland	548	33.2	2.0	---	---	---	---	---	---
North Dakota	59	23.7	5.6	---	---	---	---	---	---
Overall (4 states)	693	30.6	1.8	---	---	---	---	---	---

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-5. Percentage of Elementary Schools That Provided Three Hours of Instructional Time (Versus One or Two Hours) per Day in Reading in Grades 3–5 in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	82	28.0	5.0	250	28.8	2.9	-0.8	5.7	0.896
Florida	379	17.2	1.9	126	15.1	3.2	2.1	3.7	0.580
Georgia	211	20.9	2.8	289	20.4	2.4	0.4	3.7	0.905
Massachusetts	53	15.1	5.0	271	14.4	2.1	0.7	5.4	0.896
Minnesota	124	7.3	2.3	39	7.7	4.3	-0.4	4.9	0.929
North Carolina	69	23.2	5.1	219	10.5	2.1	12.7*	5.5	0.022
Virginia	27	11.1	6.2	151	11.3	2.6	-0.1	6.6	0.982
Overall (7 states)‡	945	17.8	1.2	1,345	23.1	1.8	-5.3*	2.2	0.015
Iowa	50	16.0	5.2	---	---	---	---	---	---
Kansas	44	11.4	4.8	---	---	---	---	---	---
Maryland	561	25.0	1.8	---	---	---	---	---	---
North Dakota	61	8.2	3.5	---	---	---	---	---	---
Overall (4 states)	716	22.3	1.6	---	---	---	---	---	---

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-6. Percentage of Middle Schools That Provided Two or Three Hours of Instructional Time (Versus One Hour) per Day in Reading in Grades 6–8 in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	153	39.9	4.0	250	49.6	3.2	-9.7	5.1	0.056
Florida	79	54.4	5.6	13	38.5	14.0	16.0	14.8	0.283
Georgia	173	43.9	3.8	34	29.4	7.9	14.5	8.7	0.097
North Carolina	28	60.7	9.4	12	41.7	14.9	19.0	17.4	0.281
Wisconsin	101	49.5	5.0	63	57.1	6.3	-7.6	8.0	0.343
Overall (5 states)‡	534	46.3	2.2	372	48.6	2.6	-2.3	3.4	0.494
Iowa	76	61.8	5.6	---	---	---	---	---	---
Maryland	128	44.9	4.7	---	---	---	---	---	---
Massachusetts	148	33.1	3.9	---	---	---	---	---	---
Overall (3 states)	352	43.7	2.7	---	---	---	---	---	---

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

"---" indicates that survey data were not gathered for that analysis.

Exhibit F-7. Percentage of Elementary Schools That Used Extended Instructional Time in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	71	81.7	4.6	229	71.2	3.0	10.5	5.5	0.057
Florida	363	88.4	1.7	120	90.0	2.8	-1.6	3.2	0.626
Georgia	198	90.4	2.1	291	84.5	2.1	5.9*	3.0	0.050
Massachusetts	54	85.2	4.9	271	75.6	2.6	9.5	5.5	0.084
Minnesota	113	78.8	3.9	36	77.8	7.0	1.0	8.0	0.902
North Carolina	70	77.1	5.1	222	67.1	3.2	10.0	5.9	0.093
Virginia	23	95.7	4.3	139	90.0	2.6	5.7	5.0	0.253
Overall (7 states)‡	892	86.2	1.2	1,308	75.0	1.8	11.2*	2.2	0.000
Iowa	49	73.5	6.4	---	---	---	---	---	---
Kansas	43	67.4	7.2	---	---	---	---	---	---
Maryland	558	69.7	2.1	---	---	---	---	---	---
North Dakota	57	80.7	5.3	---	---	---	---	---	---
Overall (4 states)	707	70.6	1.8	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-8. Percentage of Middle Schools That Used Extended Instructional Time in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	138	77.5	3.6	229	80.3	2.6	-2.8	4.4	0.526
Florida	73	86.3	4.1	12	100	0.0	-13.7*	4.1	0.001
Georgia	173	90.8	2.2	40	95.0	3.5	-4.2	4.1	0.302
North Carolina	29	75.9	8.1	16	68.8	12.0	7.1	14.4	0.623
Wisconsin	101	78.2	4.1	61	72.1	5.8	6.1	7.1	0.393
Overall (5 states)‡	514	83.3	1.6	358	80.7	2.1	2.6	2.7	0.331
Iowa	73	82.2	4.5	---	---	---	---	---	---
Maryland	129	87.1	3.2	---	---	---	---	---	---
Massachusetts	141	75.2	3.7	---	---	---	---	---	---
Overall (3 states)	343	81.4	2.2	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-9. Percentage of Elementary Schools That Used Block Scheduling in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	71	25.4	5.2	229	24.5	2.8	0.9	5.9	0.879
Florida	363	30.9	2.4	120	41.7	4.5	-10.8*	5.1	0.035
Georgia	198	27.3	3.2	291	21.3	2.4	6.0	4.0	0.135
Massachusetts	54	37.0	6.6	271	32.8	2.9	4.2	7.2	0.560
Minnesota	113	29.2	4.3	36	5.6	3.9	23.6*	5.8	0.000
North Carolina	70	41.4	5.9	222	36.5	3.2	4.9	6.7	0.464
Virginia	23	43.5	10.6	139	20.1	3.4	23.3*	10.9	0.035
Overall (7 states)‡	892	30.9	1.5	1,308	26.2	1.8	4.8*	2.3	0.041
Iowa	49	20.4	5.8	---	---	---	---	---	---
Kansas	43	14.0	5.3	---	---	---	---	---	---
Maryland	558	36.0	2.1	---	---	---	---	---	---
North Dakota	57	31.6	6.2	---	---	---	---	---	---
Overall (4 states)	707	33.4	1.8	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-10. Percentage of Middle Schools That Used Block Scheduling in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	138	42.8	4.2	229	48.0	3.3	-5.3	5.4	0.326
Florida	73	37.0	5.7	12	58.3	14.9	-21.3	15.5	0.172
Georgia	173	27.2	3.4	40	42.5	7.9	-15.3	8.6	0.075
North Carolina	29	62.1	9.2	16	75.0	11.1	-12.9	14.4	0.374
Wisconsin	101	29.7	4.6	61	18.0	5.0	11.7	6.7	0.085
Overall (5 states)‡	514	35.2	2.1	358	44.4	2.6	-9.3*	3.4	0.006
Iowa	73	34.3	5.6	---	---	---	---	---	---
Maryland	129	46.1	4.7	---	---	---	---	---	---
Massachusetts	141	41.8	4.2	---	---	---	---	---	---
Overall (3 states)	343	42.0	2.7	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-11. Percentage of Elementary Schools That Used Double Dosing in English Language Arts or Mathematics in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	71	28.2	5.4	229	34.5	3.1	-6.3	6.2	0.309
Florida	363	24.0	2.2	120	35.0	4.4	-11.0*	4.9	0.025
Georgia	198	65.7	3.4	291	59.5	2.9	6.2	4.4	0.163
Massachusetts	54	48.1	6.9	271	50.2	3.0	-2.0	7.5	0.785
Minnesota	113	28.3	4.3	36	13.9	5.8	14.4*	7.2	0.047
North Carolina	70	47.1	6.0	222	32.9	3.2	14.3*	6.8	0.036
Virginia	23	43.5	10.6	139	34.5	4.0	8.9	11.2	0.424
Overall (7 states)‡	892	37.9	1.6	1,308	38.3	1.9	-0.4	2.5	0.884
Iowa	49	30.6	6.7	---	---	---	---	---	---
Kansas	43	30.2	7.1	---	---	---	---	---	---
Maryland	558	40.4	2.2	---	---	---	---	---	---
North Dakota	57	22.8	5.6	---	---	---	---	---	---
Overall (4 states)	707	37.8	1.9	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-12. Percentage of Middle Schools That Used Double Dosing in English Language Arts or Mathematics in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	138	61.6	4.2	229	70.3	3.0	-8.7	5.1	0.091
Florida	73	43.8	5.8	12	58.3	14.9	-14.5	15.6	0.354
Georgia	173	75.1	3.3	40	75.0	6.9	0.1	7.6	0.985
North Carolina	29	27.6	8.4	16	31.3	12.0	-3.7	14.6	0.803
Wisconsin	101	39.6	4.9	61	21.3	5.3	18.3*	7.2	0.012
Overall (5 states)‡	514	57.4	2.2	358	61.8	2.6	-4.4	3.4	0.191
Iowa	73	24.7	5.1	---	---	---	---	---	---
Maryland	129	49.0	4.7	---	---	---	---	---	---
Massachusetts	141	46.1	4.2	---	---	---	---	---	---
Overall (3 states)	343	42.9	2.8	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-13. Percentage of Students With Disabilities in Elementary Schools Receiving Extended Instructional Time in Mathematics in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	56	11.5	2.6	199	14.4	1.6	-3.0	3.0	0.330
Florida	282	20.2	1.3	108	23.3	2.5	-3.1	2.8	0.271
Georgia	170	14.3	1.2	257	18.4	1.4	-4.2*	1.9	0.025
Massachusetts	45	11.2	2.3	238	13.0	1.4	-1.8	2.6	0.498
Minnesota	91	14.3	2.2	32	4.0	1.3	10.3*	2.5	0.000
North Carolina	61	9.0	2.0	201	14.9	1.5	-5.9*	2.5	0.017
Virginia	22	9.1	2.1	112	20.8	2.4	-11.7*	3.2	0.000
Overall (7 states)‡	727	15.6	0.7	1,147	15.6	1.0	0.0	1.2	0.968
Iowa	40	10.1	3.2	---	---	---	---	---	---
Kansas	39	7.4	1.8	---	---	---	---	---	---
Maryland	503	14.5	0.9	---	---	---	---	---	---
North Dakota	54	6.6	1.6	---	---	---	---	---	---
Overall (4 states)	636	13.2	0.8	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-14. Percentage of Students With Disabilities in Middle Schools Receiving Extended Instructional Time in Mathematics in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	113	15.2	2.0	178	12.8	1.3	2.4	2.4	0.322
Florida	63	20.2	2.7	10	34.9	9.4	-14.7	9.5	0.125
Georgia	146	22.1	2.0	35	19.7	3.8	2.4	4.2	0.565
North Carolina	25	18.4	4.6	16	23.1	8.7	-4.7	9.8	0.637
Wisconsin	80	5.6	1.1	44	4.7	2.1	0.9	2.3	0.708
Overall (5 states)‡	427	16.7	1.0	283	13.6	1.2	3.0	1.6	0.053
Iowa	64	5.8	1.5	---	---	---	---	---	---
Maryland	119	17.6	2.1	---	---	---	---	---	---
Massachusetts	111	8.2	1.7	---	---	---	---	---	---
Overall (3 states)	294	11.8	1.2	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Exhibit F-15. Percentage of Students With Disabilities in Elementary Schools Receiving Extended Instructional Time in Reading in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	57	12.6	2.5	199	16.4	1.7	-3.8	3.0	0.207
Florida	282	24.7	1.4	108	27.3	2.5	-2.6	3.0	0.364
Georgia	170	13.7	1.2	257	18.3	1.4	-4.5*	1.8	0.014
Massachusetts	45	13.6	3.1	238	14.5	1.6	-0.9	3.4	0.785
Minnesota	90	15.2	2.2	32	4.3	1.5	10.9*	2.6	0.000
North Carolina	61	9.4	2.0	201	15.0	1.5	-5.6*	2.5	0.026
Virginia	22	12.3	3.0	112	22.8	2.5	-10.5*	3.9	0.007
Overall (7 states)‡	727	17.7	0.8	1,147	17.2	1.0	0.4	1.3	0.709
Iowa	40	10.5	3.2	---	---	---	---	---	---
Kansas	39	6.8	1.7	---	---	---	---	---	---
Maryland	502	13.9	0.9	---	---	---	---	---	---
North Dakota	54	7.0	1.8	---	---	---	---	---	---
Overall (4 states)	635	12.6	0.8	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-16. Percentage of Students With Disabilities in Middle Schools Receiving Extended Instructional Time in Reading in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	113	14.5	1.9	178	11.8	1.3	2.6	2.3	0.259
Florida	63	19.9	2.7	10	33.2	9.7	-13.3	9.7	0.174
Georgia	145	16.1	1.7	34	15.2	3.6	0.9	4.0	0.826
North Carolina	25	18.7	4.5	16	23.2	8.7	-4.5	9.8	0.650
Wisconsin	80	5.6	1.1	44	4.5	1.9	1.1	2.2	0.617
Overall (5 states)‡	426	14.4	1.0	282	12.4	1.1	2.0	1.5	0.177
Iowa	65	6.5	1.6	---	---	---	---	---	---
Maryland	119	17.1	2.1	---	---	---	---	---	---
Massachusetts	112	7.9	1.7	---	---	---	---	---	---
Overall (3 states)	296	11.6	1.2	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡ The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Exhibit F-17. Percentage of Elementary Schools That Deliberately Moved Students With Disabilities From Self-Contained Classrooms to Regular Education Classrooms Between 2005–06 and 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	71	67.6	5.6	229	52.4	3.3	15.2*	6.5	0.020
Florida	363	77.7	2.2	120	70.0	4.2	7.7	4.7	0.105
Georgia	198	83.8	2.6	291	77.0	2.5	6.8	3.6	0.057
Massachusetts	54	75.9	5.9	271	59.4	3.0	16.5*	6.6	0.012
Minnesota	113	54.0	4.7	36	58.3	8.3	-4.4	9.5	0.648
North Carolina	70	58.6	5.9	222	49.1	3.4	9.5	6.8	0.165
Virginia	23	78.3	8.8	139	71.9	3.8	6.3	9.5	0.505
Overall (7 states)‡	892	73.7	1.5	1,308	57.8	2.0	15.8*	2.5	0.000
Iowa	49	73.5	6.4	---	---	---	---	---	---
Kansas	43	72.1	6.9	---	---	---	---	---	---
Maryland	558	69.6	2.0	---	---	---	---	---	---
North Dakota	57	54.4	6.7	---	---	---	---	---	---
Overall (4 states)	707	68.8	1.8	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-18. Percentage of Middle Schools That Deliberately Moved Students With Disabilities From Self-Contained Classrooms to Regular Education Classrooms Between 2005–06 and 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	138	73.2	3.8	229	60.3	3.2	12.9*	5.0	0.010
Florida	73	87.7	3.9	12	75.0	13.1	12.7	13.2	0.341
Georgia	173	89.6	2.3	40	82.5	6.1	7.1	6.5	0.274
North Carolina	29	65.5	9.0	16	56.3	12.8	9.3	15.6	0.555
Wisconsin	101	73.3	4.4	61	67.2	6.1	6.1	7.5	0.421
Overall (5 states)‡	514	80.4	1.8	358	63.7	2.6	16.7*	3.1	0.000
Iowa	73	74.0	5.2	---	---	---	---	---	---
Maryland	129	77.5	3.8	---	---	---	---	---	---
Massachusetts	141	80.1	3.4	---	---	---	---	---	---
Overall (3 states)	343	77.8	2.3	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-19. Percentage of Students With Disabilities in Elementary Schools That Spent Less Than 40 Percent of the School Day in the Regular Education Classroom in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	40	27.6	4.6	166	21.8	2.3	5.8	5.1	0.256
Florida	241	24.6	1.6	92	15.0	2.2	9.5*	2.8	0.001
Georgia	104	16.1	1.9	207	13.4	1.4	2.7	2.4	0.257
Massachusetts	28	23.6	5.1	158	19.6	2.3	4.0	5.5	0.471
Minnesota	52	24.5	4.1	25	17.7	6.5	6.8	7.6	0.376
North Carolina	45	18.5	3.5	169	15.2	1.7	3.3	3.9	0.391
Virginia	14	24.9	7.2	88	22.7	3.0	2.2	7.6	0.772
Overall (7 states)‡	524	22.5	1.1	905	19.7	1.4	2.9	1.8	0.110
Iowa	22	10.3	4.6	---	---	---	---	---	---
Kansas	28	3.2	0.9	---	---	---	---	---	---
Maryland	411	8.8	0.8	---	---	---	---	---	---
North Dakota	43	4.9	1.9	---	---	---	---	---	---
Overall (4 states)	504	8.2	0.1	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-20. Percentage of Students With Disabilities in Middle Schools That Spent Less Than 40 Percent of the School Day in the Regular Education Classroom in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	73	28.4	2.9	135	25.2	2.2	3.2	3.7	0.392
Florida	47	20.2	3.2	8	14.5	6.0	5.7	6.5	0.386
Georgia	88	16.8	1.7	26	9.7	2.1	7.1*	2.7	0.009
North Carolina	20	19.2	4.6	12	18.1	4.6	1.1	6.5	0.868
Wisconsin	44	9.1	2.0	31	15.6	4.8	-6.5	5.2	0.217
Overall (5 states)‡	272	19.4	1.3	212	21.7	1.7	-2.3	2.1	0.288
Iowa	37	17.3	4.5	---	---	---	---	---	---
Maryland	100	12.0	1.9	---	---	---	---	---	---
Massachusetts	61	20.1	3.4	---	---	---	---	---	---
Overall (3 states)	198	15.3	1.6	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

"---" indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-21. Percentage of Students With Disabilities in Elementary Schools That Spent 80 Percent or More of the School Day in the Regular Education Classroom in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	40	43.4	5.1	166	58.7	2.7	-15.3*	5.7	0.008
Florida	241	65.7	1.9	92	67.3	3.2	-1.6	3.7	0.674
Georgia	104	68.4	2.3	207	69.4	2.0	-1.0	3.1	0.756
Massachusetts	28	53.5	6.3	158	64.3	2.8	-10.8	6.8	0.116
Minnesota	52	57.9	4.6	25	64.8	7.1	-6.9	8.4	0.415
North Carolina	45	64.9	3.8	169	68.4	2.1	-3.4	4.3	0.428
Virginia	14	55.9	9.8	88	61.8	3.4	-5.9	10.1	0.562
Overall (7 states)‡	524	62.8	1.3	905	62.0	1.7	0.8	2.1	0.703
Iowa	22	72.6	6.2	---	---	---	---	---	---
Kansas	28	74.9	4.9	---	---	---	---	---	---
Maryland	411	83.7	1.1	---	---	---	---	---	---
North Dakota	43	82.3	3.0	---	---	---	---	---	---
Overall (4 states)	504	82.7	1.0	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-22. Percentage of Students With Disabilities in Middle Schools That Spent 80 Percent or More of the School Day in the Regular Education Classroom in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	73	42.0	3.6	135	46.8	2.8	-4.9	4.5	0.284
Florida	47	64.1	4.6	8	80.2	6.4	-16.1*	7.7	0.041
Georgia	88	64.8	2.6	26	77.7	4.8	-13.0*	5.4	0.017
North Carolina	20	58.2	7.8	12	54.8	6.9	3.4	10.4	0.746
Wisconsin	44	73.6	3.7	31	60.3	4.9	13.3*	6.2	0.035
Overall (5 states)‡	272	59.5	1.8	212	53.2	2.2	6.3*	2.9	0.030
Iowa	37	59.9	5.1	---	---	---	---	---	---
Maryland	100	80.0	2.7	---	---	---	---	---	---
Massachusetts	61	60.0	4.0	---	---	---	---	---	---
Overall (3 states)	198	70.5	2.2	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

"---" indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-23. Percentage of Students With Disabilities in Regular Mathematics Classrooms With Regular Teachers and No/Minimal Supports in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	33	27.1	4.7	134	27.7	2.6	-0.6	5.3	0.912
Florida	195	22.7	2.0	76	24.5	4.1	-1.8	4.5	0.696
Georgia	122	14.9	1.7	173	13.1	1.5	1.8	2.3	0.426
Massachusetts	29	17.3	4.9	173	21.3	2.2	-4.0	5.3	0.452
Minnesota	69	39.8	3.7	27	40.3	6.0	-0.5	7.0	0.941
North Carolina	38	20.2	4.5	133	20.2	2.6	0.0	5.2	0.995
Virginia	14	18.2	6.9	75	21.1	3.0	-2.9	7.4	0.699
Overall (7 states)‡	500	22.8	1.2	791	24.2	1.6	-1.4	2.0	0.482
Iowa	19	22.9	6.0	---	---	---	---	---	---
Kansas	31	20.8	4.5	---	---	---	---	---	---
Maryland	349	17.7	1.5	---	---	---	---	---	---
North Dakota	37	52.0	6.0	---	---	---	---	---	---
Overall (4 states)	436	20.8	1.4	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Exhibit F-24. Percentage of Students With Disabilities in Regular Mathematics Classrooms With Regular Teachers and No/Minimal Supports in Middle Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	69	14.4	2.4	130	24.3	2.4	-9.9*	3.3	0.003
Florida	47	28.8	4.7	8	27.5	13.5	1.3	13.7	0.927
Georgia	117	11.5	1.8	27	12.7	4.1	-1.2	4.4	0.779
North Carolina	19	9.3	4.6	10	16.7	8.2	-7.4	9.3	0.432
Wisconsin	64	17.1	2.3	38	34.3	4.2	-17.2*	4.8	0.001
Overall (5 states)‡	316	15.7	1.3	213	24.4	1.9	-8.7*	2.2	0.000
Iowa	50	13.9	3.0	---	---	---	---	---	---
Maryland	100	14.0	2.3	---	---	---	---	---	---
Massachusetts	86	21.2	3.3	---	---	---	---	---	---
Overall (3 states)	236	16.5	1.7	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

"---" indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-25. Percentage of Students With Disabilities in Regular Mathematics Classrooms With Regular Teachers and Substantial Supports in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	33	12.5	2.9	134	23.6	2.4	-11.1*	3.7	0.003
Florida	195	31.9	2.4	76	39.5	4.4	-7.6	5.0	0.132
Georgia	122	7.9	1.1	173	15.2	1.7	-7.2*	2.1	0.001
Massachusetts	29	34.6	6.2	173	32.9	2.4	1.7	6.6	0.800
Minnesota	69	25.9	3.1	27	24.2	3.9	1.6	5.0	0.742
North Carolina	38	20.5	3.7	133	27.4	2.9	-6.9	4.7	0.139
Virginia	14	31.8	8.0	75	26.7	3.9	5.1	8.7	0.560
Overall (7 states)‡	500	23.2	1.3	791	24.7	1.5	-1.5	1.9	0.443
Iowa	19	10.1	3.6	---	---	---	---	---	---
Kansas	31	53.8	5.4	---	---	---	---	---	---
Maryland	349	25.1	1.7	---	---	---	---	---	---
North Dakota	37	25.5	4.9	---	---	---	---	---	---
Overall (4 states)	436	26.5	1.5	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-26. Percentage of Students With Disabilities in Regular Mathematics Classrooms With Regular Teachers and Substantial Supports in Middle Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	69	17.5	2.6	130	22.8	2.3	-5.2	3.4	0.129
Florida	47	22.0	4.1	8	41.0	15.1	-19.0	15.0	0.210
Georgia	117	7.0	1.2	27	9.9	3.5	-2.9	3.6	0.428
North Carolina	19	16.4	5.3	10	25.4	8.9	-9.0	10.3	0.387
Wisconsin	64	29.9	3.8	38	23.9	3.7	6.0	5.3	0.257
Overall (5 states)‡	316	16.7	1.3	213	22.2	1.8	-5.5*	2.2	0.014
Iowa	50	14.6	3.5	---	---	---	---	---	---
Maryland	100	18.6	2.6	---	---	---	---	---	---
Massachusetts	86	26.8	3.3	---	---	---	---	---	---
Overall (3 states)	236	20.7	1.8	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-27. Percentage of Students With Disabilities in Regular Mathematics Classrooms Co-Taught by Regular and Special Education Teachers in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	33	5.2	2.0	134	4.3	1.3	0.9	2.4	0.703
Florida	195	17.9	2.1	76	9.7	2.6	8.3*	3.4	0.015
Georgia	122	46.8	2.7	173	40.8	2.6	6.0	3.8	0.110
Massachusetts	29	21.1	4.8	173	17.1	2.1	4.0	5.2	0.438
Minnesota	69	6.0	1.8	27	5.2	2.9	0.8	3.4	0.816
North Carolina	38	11.8	3.5	133	15.1	2.3	-3.3	4.2	0.422
Virginia	14	25.4	7.1	75	26.6	4.1	-1.2	8.0	0.878
Overall (7 states)‡	500	22.4	1.3	791	12.5	1.0	9.9*	1.7	0.000
Iowa	19	25.4	6.9	---	---	---	---	---	---
Kansas	31	8.2	3.8	---	---	---	---	---	---
Maryland	349	37.6	2.1	---	---	---	---	---	---
North Dakota	37	100	0.6	---	---	---	---	---	---
Overall (4 states)	436	32.2	1.8	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-28. Percentage of Students With Disabilities in Regular Mathematics Classrooms Co-Taught by Regular and Special Education Teachers in Middle Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	69	25.0	3.5	130	10.5	2.1	14.5*	4.0	0.000
Florida	47	24.6	4.2	8	8.2	7.4	16.3	8.3	0.053
Georgia	117	54.3	2.9	27	46.3	5.8	8.1	6.4	0.213
North Carolina	19	38.3	9.4	10	12.3	9.6	26.0	13.4	0.062
Wisconsin	64	29.3	3.8	38	10.2	3.4	19.1*	5.1	0.000
Overall (5 states)‡	316	37.5	1.9	213	14.4	1.8	23.1*	2.6	0.000
Iowa	50	34.8	4.6	---	---	---	---	---	---
Maryland	100	52.2	3.8	---	---	---	---	---	---
Massachusetts	86	29.6	3.4	---	---	---	---	---	---
Overall (3 states)	236	40.7	2.4	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

"---" indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-29. Percentage of Students With Disabilities in Resource Rooms for Mathematics in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	33	24.9	3.0	134	27.9	2.4	-3.0	3.8	0.433
Florida	195	9.8	1.4	76	16.3	2.9	-6.5*	3.2	0.042
Georgia	122	19.5	1.7	173	19.5	1.8	0.0	2.5	0.994
Massachusetts	29	11.6	2.6	173	18.6	1.9	-7.0*	3.2	0.030
Minnesota	69	20.7	2.5	27	26.9	4.0	-6.1	4.7	0.195
North Carolina	38	34.7	4.8	133	27.7	2.7	7.0	5.5	0.202
Virginia	14	10.3	5.9	75	12.8	2.7	-2.4	6.3	0.704
Overall (7 states)‡	500	16.7	1.0	791	24.5	1.5	-7.8*	1.7	0.000
Iowa	19	25.9	6.9	---	---	---	---	---	---
Kansas	31	16.2	3.7	---	---	---	---	---	---
Maryland	349	8.6	1.0	---	---	---	---	---	---
North Dakota	37	16.3	3.4	---	---	---	---	---	---
Overall (4 states)	436	10.4	0.9	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-30. Percentage of Students With Disabilities in Resource Rooms for Mathematics in Middle Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	69	16.7	2.8	130	22.3	2.4	-5.6	3.7	0.126
Florida	47	11.1	2.9	8	12.2	6.6	-1.1	6.9	0.880
Georgia	117	13.6	1.4	27	11.2	3.0	2.4	3.2	0.468
North Carolina	19	19.4	6.5	10	40.9	12.0	-21.5	13.5	0.122
Wisconsin	64	11.4	2.3	38	21.4	4.1	-10.1*	4.7	0.034
Overall (5 states)‡	316	13.8	1.1	213	21.4	1.8	-7.6*	2.1	0.000
Iowa	50	10.8	2.8	---	---	---	---	---	---
Maryland	100	1.8	0.5	---	---	---	---	---	---
Massachusetts	86	8.1	1.8	---	---	---	---	---	---
Overall (3 states)	236	5.9	0.9	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

"---" indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-31. Percentage of Students With Disabilities in Self-Contained Classrooms for Mathematics in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	33	29.9	3.7	134	16.2	2.0	13.7*	4.2	0.001
Florida	195	16.7	1.3	76	10.1	2.1	6.6*	2.5	0.008
Georgia	122	10.8	1.2	173	10.2	1.4	0.6	1.8	0.741
Massachusetts	29	12.4	2.9	173	8.9	1.3	3.5	3.1	0.259
Minnesota	69	7.6	1.4	27	2.7	1.7	4.9*	2.2	0.025
North Carolina	38	11.0	1.8	133	8.8	1.3	2.3	2.2	0.301
Virginia	14	14.3	6.9	75	12.8	2.4	1.4	7.2	0.842
Overall (7 states)‡	500	14.1	0.8	791	13.5	1.2	0.6	1.4	0.680
Iowa	19	11.1	3.0	---	---	---	---	---	---
Kansas	31	1.0	0.4	---	---	---	---	---	---
Maryland	349	9.8	1.0	---	---	---	---	---	---
North Dakota	37	5.1	2.4	---	---	---	---	---	---
Overall (4 states)	436	8.9	0.9	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-32. Percentage of Students With Disabilities in Self-Contained Classrooms for Mathematics in Middle Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	69	25.8	2.4	130	17.1	1.7	8.7*	2.9	0.003
Florida	47	11.5	1.9	8	11.1	7.8	0.4	7.6	0.962
Georgia	117	13.2	1.4	27	19.9	5.2	-6.7	5.3	0.208
North Carolina	19	16.6	5.4	10	4.7	2.9	11.9	6.2	0.065
Wisconsin	64	12.3	2.0	38	10.1	2.3	2.2	3.0	0.478
Overall (5 states)‡	316	15.7	1.0	213	15.6	1.4	0.1	1.7	0.958
Iowa	50	25.8	3.8	---	---	---	---	---	---
Maryland	100	12.3	1.7	---	---	---	---	---	---
Massachusetts	86	13.6	2.1	---	---	---	---	---	---
Overall (3 states)	236	15.5	1.4	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

"---" indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-33. Percentage of Students With Disabilities in Regular Reading Classrooms With Regular Teachers and No/Minimal Supports in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	34	26.1	4.5	132	24.5	2.5	1.5	5.2	0.769
Florida	199	19.4	1.9	76	21.1	3.8	-1.8	4.2	0.678
Georgia	119	13.9	1.7	171	12.4	1.5	1.5	2.3	0.521
Massachusetts	32	11.7	3.6	171	19.8	2.1	-8.1	4.1	0.052
Minnesota	71	37.5	3.5	27	33.6	5.7	3.9	6.6	0.555
North Carolina	34	20.1	4.7	133	17.6	2.5	2.5	5.3	0.638
Virginia	13	19.2	7.0	77	18.7	2.7	0.5	7.3	0.947
Overall (7 states)‡	502	20.6	1.2	787	21.6	1.5	-0.9	1.0	0.627
Iowa	21	18.3	5.2	---	---	---	---	---	---
Kansas	31	21.4	4.3	---	---	---	---	---	---
Maryland	351	16.0	1.4	---	---	---	---	---	---
North Dakota	39	43.3	5.5	---	---	---	---	---	---
Overall (4 states)	442	18.7	1.3	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Exhibit F-34. Percentage of Students With Disabilities in Regular Reading Classrooms With Regular Teachers and No/Minimal Supports in Middle Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	73	13.4	2.3	134	20.0	2.1	-6.6*	3.1	0.033
Florida	47	28.3	4.7	8	27.9	13.5	0.4	13.7	0.974
Georgia	115	12.1	1.9	25	12.5	4.1	-0.4	4.4	0.926
North Carolina	18	11.4	5.7	10	14.6	6.5	-3.2	8.6	0.711
Wisconsin	58	15.2	2.1	37	29.1	3.8	-13.8*	4.3	0.002
Overall (5 states)‡	311	15.4	1.3	214	20.6	1.7	-5.2*	2.1	0.013
Iowa	48	11.9	2.9	---	---	---	---	---	---
Maryland	86	20.9	3.2	---	---	---	---	---	---
Massachusetts	102	13.0	2.2	---	---	---	---	---	---
Overall (3 states)	236	15.5	1.6	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-35. Percentage of Students With Disabilities in Regular Reading Classrooms With Regular Teachers and Substantial Supports in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	34	12.1	2.6	132	21.6	2.4	-9.5*	3.5	0.008
Florida	199	33.6	2.4	76	39.4	4.4	-5.8	5.0	0.247
Georgia	119	9.5	1.4	171	14.0	1.7	-4.5*	2.2	0.043
Massachusetts	32	29.5	5.3	171	32.7	2.4	-3.2	5.8	0.577
Minnesota	71	25.0	2.8	27	25.9	4.1	-1.0	5.0	0.842
North Carolina	34	18.0	4.2	133	25.4	2.8	-7.3	5.0	0.147
Virginia	13	31.8	8.7	77	26.5	3.7	5.3	9.2	0.565
Overall (7 states)‡	502	23.8	1.3	787	23.2	1.5	0.6	1.9	0.761
Iowa	21	15.2	5.0	---	---	---	---	---	---
Kansas	31	49.1	5.7	---	---	---	---	---	---
Maryland	351	26.9	1.7	---	---	---	---	---	---
North Dakota	39	24.3	4.2	---	---	---	---	---	---
Overall (4 states)	442	27.6	1.5	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-36. Percentage of Students With Disabilities in Regular Reading Classrooms With Regular Teachers and Substantial Supports in Middle Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	73	17.4	2.6	134	23.0	2.2	-5.6	3.4	0.102
Florida	47	24.6	4.3	8	40.6	15.1	-16.0	15.0	0.292
Georgia	115	6.5	1.2	25	10.1	3.8	-3.6	3.9	0.367
North Carolina	18	10.8	4.4	10	25.4	8.8	-14.6	9.7	0.147
Wisconsin	58	31.3	4.0	37	26.3	4.2	4.9	5.8	0.397
Overall (5 states)‡	311	16.7	1.4	214	22.8	1.8	-6.2*	2.3	0.006
Iowa	48	18.7	4.1	---	---	---	---	---	---
Maryland	86	27.4	3.3	---	---	---	---	---	---
Massachusetts	102	19.0	2.6	---	---	---	---	---	---
Overall (3 states)	236	21.9	1.8	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-37. Percentage of Students With Disabilities in Regular Reading Classrooms Co-Taught by Regular and Special Education Teachers in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	34	5.0	2.0	132	5.0	1.4	0.0	2.4	0.999
Florida	199	18.2	2.1	76	9.9	2.6	8.3*	3.4	0.014
Georgia	119	44.9	2.7	171	40.9	2.6	4.0	3.8	0.288
Massachusetts	32	24.2	4.7	171	18.1	2.2	6.1	5.2	0.241
Minnesota	71	4.2	1.3	27	4.8	2.7	-0.6	3.0	0.848
North Carolina	34	13.1	4.1	133	13.8	2.3	-0.7	4.7	0.879
Virginia	13	25.2	7.7	77	22.3	3.7	3.0	8.4	0.724
Overall (7 states)‡	502	21.9	1.3	787	12.6	1.0	9.3*	1.7	0.000
Iowa	21	17.0	5.7	---	---	---	---	---	---
Kansas	31	5.6	3.0	---	---	---	---	---	---
Maryland	351	34.2	2.1	---	---	---	---	---	---
North Dakota	39	1.7	0.8	---	---	---	---	---	---
Overall (4 states)	442	28.8	1.8	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-38. Percentage of Students With Disabilities in Regular Reading Classrooms Co-Taught by Regular and Special Education Teachers in Middle Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	73	24.8	3.4	134	11.8	2.1	13.0*	4.0	0.001
Florida	47	20.8	4.1	8	8.2	7.4	12.5	8.2	0.132
Georgia	115	55.1	2.9	25	51.7	6.1	3.4	6.7	0.612
North Carolina	18	43.5	9.5	10	12.3	9.6	31.2*	13.5	0.028
Wisconsin	58	26.9	4.0	37	9.7	3.5	17.2*	5.3	0.002
Overall (5 states)‡	311	36.9	1.9	214	15.4	1.9	21.5*	2.7	0.000
Iowa	48	35.5	4.8	---	---	---	---	---	---
Maryland	86	26.5	3.1	---	---	---	---	---	---
Massachusetts	102	53.5	3.8	---	---	---	---	---	---
Overall (3 states)	236	40.5	2.4	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-39. Percentage of Students With Disabilities in Resource Rooms for Reading in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	34	27.3	3.0	132	31.1	2.6	-3.8	4.0	0.337
Florida	199	11.3	1.5	76	17.8	2.9	-6.5*	3.3	0.048
Georgia	119	20.9	1.9	171	20.8	1.8	0.1	2.6	0.965
Massachusetts	32	16.8	4.0	171	18.7	1.9	-1.9	4.4	0.666
Minnesota	71	24.4	2.9	27	31.0	4.6	-6.6	5.4	0.231
North Carolina	34	35.7	5.3	133	32.2	2.8	3.4	6.0	0.566
Virginia	13	11.1	6.3	77	17.2	3.0	-6.1	6.9	0.379
Overall (7 states)‡	502	18.5	1.0	787	27.4	1.6	-8.8*	1.9	0.000
Iowa	21	34.4	7.0	---	---	---	---	---	---
Kansas	31	20.4	4.1	---	---	---	---	---	---
Maryland	351	12.4	1.2	---	---	---	---	---	---
North Dakota	39	25.9	4.3	---	---	---	---	---	---
Overall (4 states)	442	15.0	1.1	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-40. Percentage of Students With Disabilities in Resource Rooms for Reading in Middle Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	73	17.7	2.8	134	24.3	2.6	-6.6	3.8	0.083
Florida	47	12.6	3.1	8	12.2	6.6	0.5	7.0	0.947
Georgia	115	14.3	1.5	25	8.9	2.3	5.4*	2.7	0.046
North Carolina	18	19.4	7.3	10	41.5	12.3	-22.1	14.2	0.131
Wisconsin	58	14.2	2.9	37	23.8	4.3	-9.6	5.2	0.066
Overall (5 states)‡	311	15.1	1.2	214	23.0	2.0	-7.9*	2.3	0.001
Iowa	48	9.3	2.6	---	---	---	---	---	---
Maryland	86	11.5	2.2	---	---	---	---	---	---
Massachusetts	102	2.2	0.5	---	---	---	---	---	---
Overall (3 states)	236	6.9	1.0	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-41. Percentage of Students With Disabilities in Self-Contained Classrooms for Reading in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	34	29.2	3.5	132	16.3	2.0	12.8*	4.0	0.002
Florida	199	16.4	1.3	76	10.3	2.1	6.1*	2.5	0.013
Georgia	119	10.7	1.2	171	10.6	1.4	0.1	1.9	0.948
Massachusetts	32	15.1	3.1	171	9.0	1.4	6.1	3.4	0.074
Minnesota	71	7.9	1.4	27	2.7	1.7	5.3*	2.1	0.016
North Carolina	34	11.0	1.8	133	10.3	1.5	0.6	2.4	0.792
Virginia	13	12.6	7.0	77	15.3	2.7	-2.7	7.3	0.713
Overall (7 states)‡	502	14.2	0.8	787	14.0	1.2	0.2	1.4	0.891
Iowa	21	11.0	2.9	---	---	---	---	---	---
Kansas	31	1.0	0.4	---	---	---	---	---	---
Maryland	351	9.5	1.0	---	---	---	---	---	---
North Dakota	39	4.6	2.1	---	---	---	---	---	---
Overall (4 states)	442	8.6	0.8	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-42. Percentage of Students With Disabilities in Self-Contained Classrooms for Reading in Middle Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	73	25.6	2.2	134	18.6	1.9	7.0*	2.9	0.018
Florida	47	11.4	1.9	8	11.1	7.8	0.3	7.6	0.967
Georgia	115	11.6	1.2	25	16.9	4.8	-5.3	4.8	0.276
North Carolina	18	14.9	5.5	10	6.2	3.1	8.7	6.3	0.180
Wisconsin	58	12.3	2.2	37	11.1	2.7	1.3	3.5	0.719
Overall (5 states)‡	311	15.2	1.0	214	16.6	1.5	-1.4	1.7	0.415
Iowa	48	24.6	3.8	---	---	---	---	---	---
Maryland	86	13.2	2.0	---	---	---	---	---	---
Massachusetts	102	11.3	1.6	---	---	---	---	---	---
Overall (3 states)	236	14.6	1.3	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Appendix G: Chapter 7, Teacher Collaboration and Professional Development in SWD-Accountable and Non-SWD-Accountable Schools—State-Level Tables

Exhibit G-1. Percentage of Elementary Schools That Used Team Teaching, to Some Extent or to a Great Extent in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	71	25.4	5.2	229	16.2	2.4	9.2	5.7	0.109
Florida	362	44.8	2.6	120	34.2	4.3	10.6*	5.1	0.037
Georgia	197	83.2	2.7	291	70.8	2.7	12.5*	3.8	0.001
Massachusetts	54	59.3	6.7	271	33.9	2.9	25.3*	7.3	0.001
Minnesota	112	19.6	3.8	36	13.9	5.8	5.7	6.9	0.407
North Carolina	70	45.7	6.0	222	32.9	3.2	12.8	6.8	0.059
Virginia	23	52.2	10.6	139	53.2	4.2	-1.1	11.3	0.925
Overall (7 states)‡	889	49.7	1.7	1,308	29.1	1.7	20.6*	2.4	0.000
Iowa	49	49.0	7.2	---	---	---	---	---	---
Kansas	43	23.3	6.5	---	---	---	---	---	---
Maryland	556	57.8	2.2	---	---	---	---	---	---
North Dakota	57	22.8	5.6	---	---	---	---	---	---
Overall (4 states)	705	52.6	1.9	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit G-2. Percentage of Middle Schools That Used Team Teaching, to Some Extent or to a Great Extent in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	138	42.8	4.2	228	25.4	2.9	17.3*	5.1	0.001
Florida	73	63.0	5.7	12	33.3	14.2	29.7*	14.9	0.050
Georgia	173	93.6	1.9	40	90.0	4.8	3.6	5.1	0.477
North Carolina	29	79.3	7.7	16	37.5	12.5	41.8*	14.6	0.006
Wisconsin	101	54.5	5.0	61	29.5	5.9	24.9*	7.7	0.001
Overall (5 states)‡	514	67.1	2.0	357	32.9	2.5	34.2*	3.2	0.000
Iowa	73	63.0	5.7	---	---	---	---	---	---
Maryland	128	84.5	3.3	---	---	---	---	---	---
Massachusetts	141	61.7	4.1	---	---	---	---	---	---
Overall (3 states)	342	71.2	2.5	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit G-3. Percentage of Elementary Schools in Which Teachers Used Student Achievement Data to Inform Instruction, to Some Extent or to a Great Extent in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	71	87.3	4.0	229	92.1	1.8	-4.8	4.3	0.269
Florida	361	98.1	0.7	120	96.7	1.6	1.4	1.8	0.438
Georgia	197	98.0	1.0	291	96.6	1.1	1.4	1.5	0.339
Massachusetts	54	88.9	4.3	271	89.3	1.9	-0.4	4.7	0.930
Minnesota	112	90.2	2.8	36	80.6	6.7	9.6	7.2	0.185
North Carolina	70	95.7	2.4	222	91.9	1.8	3.8	3.0	0.211
Virginia	23	91.3	6.0	139	92.1	2.3	-0.8	6.3	0.902
Overall (7 states)‡	888	95.3	0.7	1,308	92.5	1.1	2.7*	1.3	0.035
Iowa	49	95.9	2.9	---	---	---	---	---	---
Kansas	43	97.7	2.3	---	---	---	---	---	---
Maryland	555	94.9	1.0	---	---	---	---	---	---
North Dakota	57	84.2	4.9	---	---	---	---	---	---
Overall (4 states)	704	94.3	0.9	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit G-4. Percentage of Middle Schools in Which Teachers Used Student Achievement Data to Inform Instruction, to Some Extent or to a Great Extent in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	138	91.3	2.4	228	88.2	2.1	3.1	3.2	0.330
Florida	73	95.9	2.3	12	91.7	8.3	4.2	8.4	0.617
Georgia	173	93.1	1.9	40	90.0	4.8	3.1	5.1	0.552
North Carolina	29	100	0.0	16	93.8	6.3	6.3	6.2	0.318
Wisconsin	101	73.3	4.4	61	68.9	6.0	4.4	7.4	0.553
Overall (5 states)‡	514	89.5	1.4	357	85.8	1.8	3.7	2.3	0.109
Iowa	73	84.9	4.2	---	---	---	---	---	---
Maryland	129	93.5	2.4	---	---	---	---	---	---
Massachusetts	141	83.7	3.1	---	---	---	---	---	---
Overall (3 states)	343	87.9	1.8	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Exhibit G-5. Percentage of Elementary Schools That Used Teacher Collaboration Through Common Planning Time, to Some Extent or to a Great Extent in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	70	78.6	4.9	229	85.2	2.4	-6.6	5.5	0.229
Florida	362	79.6	2.1	120	80.0	3.7	-0.4	4.2	0.917
Georgia	197	81.2	2.8	291	70.8	2.7	10.4*	3.9	0.007
Massachusetts	54	72.2	6.2	271	71.2	2.8	1.0	6.7	0.881
Minnesota	112	67.9	4.4	36	36.1	8.1	31.7*	9.2	0.001
North Carolina	70	77.1	5.1	222	77.9	2.8	-0.8	5.8	0.892
Virginia	23	56.5	10.6	139	74.8	3.7	-18.3	11.0	0.099
Overall (7 states)‡	888	77.1	1.4	1,308	80.3	1.5	-3.2	2.1	0.123
Iowa	49	71.4	6.5	---	---	---	---	---	---
Kansas	43	76.7	6.5	---	---	---	---	---	---
Maryland	554	80.2	1.7	---	---	---	---	---	---
North Dakota	57	54.4	6.7	---	---	---	---	---	---
Overall (4 states)	703	77.5	1.6	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit G-6. Percentage of Middle Schools That Used Teacher Collaboration Through Common Planning Time, to Some Extent or to a Great Extent in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	138	77.5	3.6	228	76.8	2.8	0.8	4.5	0.863
Florida	73	64.4	5.6	12	83.3	11.2	-18.9	12.3	0.126
Georgia	173	90.2	2.3	40	82.5	6.1	7.7	6.5	0.236
North Carolina	29	86.2	6.5	16	75.0	11.2	11.2	12.9	0.389
Wisconsin	101	76.2	4.3	61	54.1	6.4	22.1*	7.7	0.005
Overall (5 states)‡	514	80.2	1.8	357	74.1	2.3	6.0*	2.9	0.039
Iowa	73	56.2	5.8	---	---	---	---	---	---
Maryland	128	79.4	3.8	---	---	---	---	---	---
Massachusetts	141	76.6	3.6	---	---	---	---	---	---
Overall (3 states)	342	73.5	2.4	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit G-7. Percentage of Elementary Schools That Had at Least Three Days of Professional Development Provided During the Last 12 Months on SWD Topics for Regular Education Teachers in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	84	27.4	4.9	260	26.2	2.7	1.2	5.6	0.826
Florida	387	41.1	2.5	132	47.0	4.4	-5.9	5.0	0.242
Georgia	217	40.6	3.3	304	41.8	2.8	-1.2	4.4	0.780
Massachusetts	54	27.8	6.2	279	20.1	2.4	7.7	6.6	0.242
Minnesota	126	30.2	4.1	40	27.5	7.1	2.7	8.2	0.746
North Carolina	71	38.0	5.8	223	38.1	3.3	-0.1	6.6	0.989
Virginia	28	57.1	9.5	155	32.3	3.8	24.9*	10.1	0.015
Overall (7 states)‡	967	37.9	1.6	1,393	29.9	1.7	7.9*	2.3	0.001
Iowa	50	38.0	6.9	---	---	---	---	---	---
Kansas	46	41.3	7.3	---	---	---	---	---	---
Maryland	575	40.4	2.1	---	---	---	---	---	---
North Dakota	65	30.8	5.8	---	---	---	---	---	---
Overall (4 states)	736	39.5	1.8	---	---	---	---	---	---

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit G-8. Percentage of Middle Schools That Had at Least Three Days of Professional Development Provided During the Last 12 Months on SWD Topics for Regular Education Teachers in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	159	43.4	3.9	254	27.2	2.8	16.2*	4.8	0.001
Florida	84	53.6	5.5	13	46.2	14.4	7.4	15.0	0.622
Georgia	181	45.3	3.7	41	31.7	7.4	13.6	8.2	0.098
North Carolina	29	48.3	9.4	15	46.7	13.3	1.6	16.2	0.922
Wisconsin	104	31.7	4.6	64	21.9	5.2	9.9	6.9	0.157
Overall (5 states)‡	557	43.6	2.1	387	28.0	2.3	15.6*	3.1	0.000
Iowa	77	41.6	5.7	---	---	---	---	---	---
Maryland	134	45.6	4.6	---	---	---	---	---	---
Massachusetts	150	28.7	3.7	---	---	---	---	---	---
Overall (3 states)	361	38.1	2.7	---	---	---	---	---	---

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit G-9. Percentage of Elementary Schools That Had at Least Weekly Coaching on SWD Topics for Regular Education Teachers in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	85	42.4	5.4	260	38.1	3.0	4.3	6.2	0.488
Florida	387	64.3	2.4	132	65.2	4.2	-0.8	4.8	0.866
Georgia	217	57.6	3.4	304	61.2	2.8	-3.6	4.4	0.413
Massachusetts	54	46.3	6.8	278	45.0	3.0	1.3	7.4	0.858
Minnesota	125	41.6	4.4	40	35.0	7.6	6.6	8.8	0.454
North Carolina	71	59.2	5.9	223	55.2	3.3	4.0	6.7	0.554
Virginia	28	53.6	9.6	155	51.0	4.0	2.6	10.3	0.801
Overall (7 states)‡	967	56.3	1.6	1,392	44.8	1.9	11.5*	2.5	0.000
Iowa	50	46.0	7.1	---	---	---	---	---	---
Kansas	46	52.2	7.4	---	---	---	---	---	---
Maryland	576	60.0	2.1	---	---	---	---	---	---
North Dakota	64	42.2	6.2	---	---	---	---	---	---
Overall (4 states)	736	57.2	1.9	---	---	---	---	---	---

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit G-10. Percentage of Middle Schools That Had at Least Weekly Coaching on SWD Topics for Regular Education Teachers in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	159	52.8	4.0	255	40.4	3.1	12.4*	5.0	0.014
Florida	84	71.4	5.0	13	69.2	13.3	2.2	13.9	0.874
Georgia	181	66.3	3.5	41	65.9	7.5	0.4	8.2	0.957
North Carolina	29	65.5	9.0	15	66.7	12.6	-1.1	15.4	0.941
Wisconsin	104	47.1	4.9	64	28.1	5.7	19.0*	7.5	0.012
Overall (5 states)‡	557	59.6	2.1	388	42.6	2.5	17.0*	3.3	0.000
Iowa	77	55.8	5.7	---	---	---	---	---	---
Maryland	134	72.0	4.1	---	---	---	---	---	---
Massachusetts	150	50.7	4.1	---	---	---	---	---	---
Overall (3 states)	361	60.2	2.6	---	---	---	---	---	---

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit G-11. Percentage of Elementary Schools That Had at Least Three Days of Professional Development Provided During the Last 12 Months on SWD Topics for Special Education Teachers in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	71	39.4	5.8	225	32.4	3.1	7.0	6.6	0.291
Florida	357	43.7	2.6	120	46.7	4.6	-3.0	5.3	0.573
Georgia	197	38.6	3.5	289	44.3	2.9	-5.7	4.5	0.209
Massachusetts	54	29.6	6.3	269	31.2	2.8	-1.6	6.8	0.816
Minnesota	112	38.4	4.6	36	27.8	7.6	10.6	8.8	0.231
North Carolina	70	48.6	6.0	222	48.2	3.4	0.4	6.9	0.957
Virginia	23	30.4	9.8	138	28.3	3.8	2.2	10.4	0.835
Overall (7 states)‡	884	40.7	1.7	1,299	35.6	1.9	5.2*	2.5	0.042
Iowa	49	26.5	6.4	---	---	---	---	---	---
Kansas	43	32.6	7.2	---	---	---	---	---	---
Maryland	554	31.8	2.0	---	---	---	---	---	---
North Dakota	57	28.1	6.0	---	---	---	---	---	---
Overall (4 states)	703	31.2	1.8	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit G-12. Percentage of Middle Schools That Had at Least Three Days of Professional Development Provided During the Last 12 Months on SWD Topics for Special Education Teachers in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	138	44.2	4.2	228	29.8	3.0	14.4*	5.2	0.006
Florida	73	46.6	5.9	12	66.7	14.2	-20.1	15.0	0.184
Georgia	172	37.2	3.7	40	27.5	7.1	9.7	8.0	0.226
North Carolina	29	55.2	9.4	16	37.5	12.5	17.7	15.6	0.263
Wisconsin	101	27.7	4.5	61	26.2	5.7	1.5	7.2	0.837
Overall (5 states)‡	513	39.6	2.2	357	30.4	2.5	9.1*	3.3	0.005
Iowa	73	27.4	5.3	---	---	---	---	---	---
Maryland	128	40.6	4.7	---	---	---	---	---	---
Massachusetts	139	28.1	3.8	---	---	---	---	---	---
Overall (3 states)	340	33.0	2.7	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit G-13. Percentage of Elementary Schools That Had at Least Weekly Coaching on SWD Topics for Special Education Teachers in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	71	36.6	5.8	226	28.8	3.0	7.9	6.5	0.226
Florida	357	45.4	2.6	120	44.2	4.6	1.2	5.3	0.818
Georgia	197	47.2	3.6	289	41.2	2.0	6.0	4.6	0.190
Massachusetts	53	41.5	6.8	270	31.9	2.8	9.7	7.4	0.190
Minnesota	113	29.2	4.3	36	27.8	7.6	1.4	8.7	0.869
North Carolina	70	42.9	6.0	220	40.5	3.3	2.4	6.8	0.724
Virginia	23	56.5	10.6	138	35.5	4.1	21.0	11.2	0.062
Overall (7 states)‡	884	42.9	1.7	1,299	32.8	1.9	10.1*	2.5	0.000
Iowa	49	40.8	7.1	---	---	---	---	---	---
Kansas	43	30.2	7.1	---	---	---	---	---	---
Maryland	552	28.2	1.9	---	---	---	---	---	---
North Dakota	57	31.6	6.2	---	---	---	---	---	---
Overall (4 states)	701	29.4	1.7	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit G-14. Percentage of Middle Schools That Had at Least Weekly Coaching on SWD Topics for Special Education Teachers in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

State	Always-SWD-Acct Schools: Sample size	Always-SWD-Acct Schools: Mean (Percent)	Always-SWD-Acct Schools: SE	Never-SWD-Acct Schools: Sample size	Never-SWD-Acct Schools: Mean (Percent)	Never-SWD-Acct Schools: SE	Difference	Difference: SE	Difference: <i>p</i> value
California	138	39.1	4.2	226	32.7	3.1	6.4	5.2	0.221
Florida	73	57.5	5.8	12	58.3	14.9	-0.8	15.5	0.959
Georgia	172	51.7	3.8	40	32.5	7.5	19.2*	8.4	0.022
North Carolina	29	55.2	9.4	16	62.5	12.5	-7.3	15.6	0.640
Wisconsin	101	34.7	4.8	61	24.6	5.6	10.1	7.3	0.171
Overall (5 states)‡	513	46.0	2.2	355	33.4	2.5	12.6*	3.3	0.000
Iowa	73	43.8	5.8	---	---	---	---	---	---
Maryland	128	47.9	4.7	---	---	---	---	---	---
Massachusetts	139	40.3	4.2	---	---	---	---	---	---
Overall (3 states)	340	44.1	2.8	---	---	---	---	---	---

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

